

THE 1331.a.14.
COLUMBIAN GRAMMAR:
OR,
AN ESSAY
For Reducing a Grammatical Knowledge
OF THE
ENGLISH LANGUAGE
TO
A DEGREE OF SIMPLICITY,
Which will render it easy for the INSTRUCTOR
to TEACH. and for the PUPIL to LEARN.

ACCOMPANIED WITH
NOTES,
CRITICAL AND EXPLANATORY.

For the Use of SCHOOLS; and of young GENTLEMEN
and LADIES, NATIVES or FOREIGNERS, who are desirous
of attempting the Study without a Tutor.

Being designed as Part of a General System of
Education, in the most useful Branches of
Literature, for AMERICAN YOUTH of both
Sexes.

By Benjamin Dearborn,

Member of the AMERICAN ACADEMY OF ARTS AND SCIENCES.

Boston;
Printed by SAMUEL HALL, for the AUTHOR.
1795.

DISTRICT OF MASSACHUSETTS, to wit :

BE IT REMEMBERED, that on the twenty-fourth day of November, in the nineteenth year of the independence of the United States of America, BENJAMIN DEARBORN, of the said district, hath deposited in this office, the title of a book, the right whereof he claims as author, in the words following, to wit : "The Columbian Grammar : or, an Essay for reducing a grammatical knowledge of the English language to a degree of simplicity, which will render it easy for the instructor to teach, and for the pupil to learn ; accompanied with notes critical and explanatory, for the use of schools, and of young gentlemen and ladies, natives or foreigners, who are desirous of attempting the study without a tutor : Being designed as part of a general system of education, in the most useful branches of literature, for American youth of both sexes. By Benjamin Dearborn, Member of the American Academy of Arts and Sciences." In conformity to the act of the Congress of the United States, intituled, "An Act for the encouragement of learning, by securing the copies of maps, charts, and books to the authors and proprietors of such copies, during the times therein mentioned."

N. GOODALE, Clerk of the
District of Massachusetts.

A true copy of record.

Attest. N. GOODALE.

46-10-23-91



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PREFACE.

P R E F A C E.

NOTWITHSTANDING the number of grammars already published, and the indefatigable labour of instructors in the use of them, it is yet *uncommon* to find persons possessed of a competent knowledge of our language for writing and speaking it correctly, who have not studied the grammar of the latin, or some foreign tongue. It has long since been proved that the english language is capable of being reduced to rules of grammatical accuracy : Its state of dependence therefore cannot be owing to its imbecility, but to some other cause. This cause the author supposes to exist principally in the want of a degree of simplicity in english grammar, which would bring it to a level with the capacity of the higher classes of our youth at school, who are not designed for an academical education. To supply this deficiency, as far as the nature of the subject will permit, is the object of this publication : In the attempt every exertion has been called into exercise, and a continual use of the manuscript copy in school, has suggested many improvements. How far it shall be successful, in accomplishing the abovementioned purpose—in alleviating the

B

ARDUOUS

ARDUOUS TASK OF THE TEACHER, and in making english grammar intelligible to the young student without a teacher, can be determined only by experiment.

The foregoing observations must apologize for a work planned and executed differently in many instances from any other, and will, it is hoped, screen the endeavour from being condemned as the child of caprice, if no instance be found of a deviation from the common method, unwarranted by a fair prospect of obtaining the end in view.

The following pages are a part of the fourth volume of the *system* mentioned in the title-page. They are first offered as most suitable for a trial of the PUBLIC OPINION : If that should prove favourable, the first volume will shortly be put to the press.

Boston, Jan. 1795.

Intro-

Introductory Remarks.

TO insure success in instruction, it should be rendered as easy and pleasing to the pupil as possible. For gaining these essential points, the method of teaching by question and answer has, in a number of instances, the advantage of every other. A youth engaged in the study of abstract ideas, under a necessity of committing to memory many pages of an unentertaining subject, finds a pleasure in this social method, as it gives an opportunity of obtaining assistance from any person who can read ; while the questions given, by refreshing the memory, relieve the mind from intense application.

The notes are not designed to call the pupil's attention, until after having committed the answers to memory ; the whole should then be again passed through, referring to every note, with daily exercises in parsing, until incorrect sentences can be corrected by the rules of syntax without turning to them.

GENERAL

GENERAL OBSERVATIONS ON GRAMMAR.

QUEST. 1. **W**HAT names are given to the different exercises in the study of grammar?

ANSW. The exercises in grammar are called *Orthography*, *Etymology*, *Syntax*, and *Prosody*.

QUEST. 2. What part of grammar is orthography?

ANSW. Orthography is that part of grammar which treats of spelling;—describing the letters, single and double, roman and italick, silent or sounded, and their proper uses in forming words; the uses of the capitals, [1] the stops and marks, abbreviations, vowels, consonants, diphthongs, triphthongs, monosyllables, dissyllables, trisyllables, and polysyllables: To which may be added emphasis, accent, and cadence, with their uses in reading;—and a description of primitive, derivative, and compound

[1] In this work the spelling is designed to conform to Johnson's dictionary; and the capitals, to the following rules, viz.

1. Begin every subject with a capital.
2. Begin every sentence after a full stop with a capital.
3. Begin every line of poetry with a capital.
4. Begin every proper name with a capital.
5. The pronoun I, and the interjection O, must always be capitals.
6. Very emphatical words may be begun, or written wholly with capitals.

pound words, accompanied with rules for spelling such derivatives as are not given in a dictionary. [2]

QUEST. 3. What part of grammar is etymology?

ANSW. Etymology is that part of grammar which treats of the parts of speech, and their variations; the suppression of words by ellipsis, and the change of their places by transposition. [3]

QUEST. 4. What part of grammar is syntax?

ANSW. Syntax is that part of grammar which treats of the just arrangement of words in sentences, according to the true principles of the language.

QUEST. 5. What part of grammar is prosody?

ANSW. Prosody is that part of grammar which treats of versification or the art of making verses.

QUEST. 6. What are the principal objects of inquiry in the study of grammar?

ANSW. The principal objects of inquiry in the study of grammar are etymology and syntax.
Etymol-

[2] A pupil should be well acquainted with orthography, previous to commencing the study of etymology.

[3] Orthography and etymology here deviate a little from the definitions usually given of them. The design was to describe them in exact conformity with their uses in this work, and to include such particulars as are necessary to be known before syntax can be understood.

Etymology. Section 1.

QUEST. 1. How many parts of speech are words classed in, and what are their names?

ANSW. Words are generally classed in nine parts of speech, viz.

- 1st. The Substantive or Noun.
- 2d. The Pronoun.
- 3d. The Article.
- 4th. The Adjective.
- 5th. The Verb.
- 6th. The Adverb.
- 7th. The Preposition.
- 8th. The Conjunction.
- 9th. The Interjection.

QUEST. 2. Are some parts of speech variable and others invariable?

ANSW. Yes : The variable parts of speech are

The Substantive,
The Pronoun,
The Article,
The Adjective,
The Verb, and
The Adverb.

The invariable parts of speech are

The Preposition,
The Conjunction, and
The Interjection.

Etymol.

Etymology, § 2. Substantives.

QUEST. 1. What is a substantive?

ANSW. A substantive is the name of some person, place, or thing; as *George, Hannah, Boston, day, man, bat, observation, &c.*

QUEST. 2. How may a substantive be known?

ANSW. The names of persons and places will distinguish themselves as substantives. Other substantives may generally be known by their making sense with *a, an, or the*, placed before the singular number, thus, *an observation* is sense; *observation* is thereby known to be a substantive; *the constitution* is sense; *constitution* is thereby known to be a substantive.

QUEST. 3. For how many purposes does the substantive vary?

ANSW. The substantive varies for four purposes, viz. name, number, gender, and case. [4]

Name.

QUEST. 4. How many names has the substantive?

ANSW. The substantive has two names; proper and common.

QUEST. 5.

[4] The substantive does not vary for person, because all substantives are of the third person.

QUEST. 5. What is the distinction between a proper and common name? [5]

ANSW. A proper name is the name of some individual; as *George, Hannab, Boston*. A common name is a name common to all of the same kind; as *man, woman, town*. Thus *George* is a proper name for some particular man, and *man* is a common name for every man. *Hannab* is a proper name for some particular woman, and *woman* is a common name for every woman. *Boston* is a proper name for a particular town, and *town* is a common name for every town.

Number.

QUEST. 6. How many numbers has the substantive? [6]

ANSW. The substantive has two numbers; the singular number, which expresses one thing, as *book*, and the plural number, which expresses more things than one, as *books*.

QUEST. 7. How are the numbers of the substantive distinguished?

ANSW. The singular number is changed into

[5] Every proper name should be begun with a capital letter; this makes the distinction between proper and common names necessary to be understood.

[6] The distinction of number is chiefly confined to common names, being never used with proper names, except when two or more of the same name are connected thus, *the two Miss Whites*; or thus, *the two Misses Whites*.

10 Etymology, § 2. Substantives.

into the plural, most commonly, by the addition of *s* or *es* to the singular; as

Singular.	Plural.
Hand	Hands
Day	Days
Church	Churches.

All those which thus form their plurals by adding *s* or *es* to the singular, are called regular, but many form their plurals irregularly, or are deficient in one of the numbers; as in the following

List of Substantives,

which form their plurals irregularly, or are deficient in one of the numbers. [7]

Singular.	Plural.	Singular.	Plural.
Army	Armies	_____	Amends
antithesis	antitheses	_____	annals
assembly	assemblies	_____	archives
automaton	automata	_____	ashes [8]
ale	_____	_____	assets
_____	aborigines	beau	beaux
_____	aloes	body	bodies
_____	alps	brother	{ brothers or
_____	alms		brethren
			barley

[7] This list is designed to contain all substantives of common use in the language, which have any difficult peculiarity in number; many of which are borrowed from other languages, although they are frequently used in the english.

[8] The plural *ashes* is often improperly used as a singular substantive, thus, *Is the ashes cold?*

Etymology, § 2. Substantives. 11

Singular.	Plural.	Singular.	Plural.
Barley	_____	_____	Ethicks
beef	_____	focus	foci
beer	_____	foot	feet
bread	_____	flour	_____
butter	_____	_____	filings
_____	belles lettres	genius [10]	genii
_____	bellows	glory	glories
billet doux	_____	goose	geese
_____	billiards	gold	_____
_____	bowels	half	halves
_____	breeches	hypothesis	hypotheses
calf	calves [9]	honey	_____
cherry	cherries	hunger	_____
cherub	cherubim	_____	hatches
child	children	_____	hystericks
country	countries	index	{ indices or indexes
criterion	criteria	ink	_____
_____	calends	_____	ides
_____	clothes	knife	knives
_____	creffes	leaf	leaves
deer	deer	life	lives
die	dice	loaf	loaves
_____	dregs	louse	lice
elf	elves	learning	_____
ellipsis	ellipses	_____	lungs
emphasis	emphases	magus	magi
_____	embers		man

[9] The plural *calves* is often improperly used for the possessive case of the singular number, as *a calve's skin*, instead of *a calf's skin*.

[10] *Genius*, a spirit, has the plural *genii*; *genius*, a person of talents, has the plural *geniuses*.

12 Etymology, § 2. Substantives.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	Men	Swine	Swine
mouſe	mice	ſwiftnefs	_____
milk	_____	ſilver	_____
_____	mathematicks	ſloth	_____
_____	matins	_____	ſciſſors
news	news	_____	ſhears
ox	oxen	_____	ſnuffers
_____	odds	theſis	theſes
_____	orgies	thief	thieves
parentheſis	parentheſes	tooth	teeth
penny	pence [11]	thiſt	_____
phenome- non	phenomena	_____	thanks
pitch	_____	_____	tidings
pity	_____	_____	tongs
pomp	_____	_____	trowſers
pride	_____	valley	vallies
_____	pincers	_____	veſpers
radius	radii	_____	vitals
rye	_____	_____	victuals
_____	riches	wharf	wharves
ſelf	ſelves	wife	wives [12]
ſeraph	ſeraphim	wolf	wolves
ſheaf	ſheaves	woman	women
ſheep	ſheep	wax	_____
ſhelf	ſhelves	wheat	_____
ſtaff	ſtaves	_____	wages

QUEST.

[11] The plural *pence* is often improperly formed *pennies*.

[12] The plural *wives* is often improperly uſed for the ſingular poſſeſſive; as *my wives'* for *my wife's*.

QUEST. 8. Are any other substantives deficient in one of the numbers?

ANSW. Yes; Those substantives which are formed from adjectives are generally without the plural number, as *greatness*, *goodness*, &c.

Gender.

QUEST 9. What is gender?

ANSW. Gender is the distinction of sex. Substantives denoting males are of the masculine gender; those denoting females are of the feminine gender; things without life are of the neuter, (that is, neither,) gender.

QUEST. 10. How are the genders of the substantive distinguished?

ANSW. The masculine and feminine genders are distinguished three different ways, viz.

1. By a masculine or feminine name, as masculine *John*, feminine *Hannah*. 2. By a masculine or feminine epithet prefixed, as *he-goat*, *she-goat*. 3. By different words, expressive of different genders, as in the list which follows.

All substantives which do not distinguish the gender in one of those three ways, rank as neuters, except a few which poets have personified; as the sun is called *he*, a ship *she*, &c. [13]

List

[13] When a substantive of the neuter gender is ranked as masculine or feminine, it is called personification.

List of Substantives

which vary their terminations, or change the word, to distinguish the gender.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot	Abbess	Drake	Duck
actor	actress	elector	electress
adulterer	adulteress	emperour	empress
administra-	administra-	executer	executrix
tor	trix	father	mother
ambassa-	ambassa-	friar	nun
dour	dress	gander	goose
bachelor	maid	governour	governess
baron	baroness	grandfather	grand-
benefactor	benefactress		mother
boy	girl	heir	heiress
brother	sister	hero	heroine
bridegroom	bride	horse	mare
buck	doe	hunter	huntress
bull	cow	husband	wife
bullock	heifer	jew	jewess
boar	fow	king	queen
chanter	chantress	lord	lady
count	countess	lad	lass
czar	czarina	landgrave	landgravine
cock	hen	lion	lioness
deacon	deaconess	man	woman
dog	bitch	marquis	marchion-
duke	dutchess		ess
drone	bee	master	mistress
			mayor

Etymology, § 2. Substantives. 15

Masculine. Feminine.		Masculine. Feminine.	
Mayor	Mayorefs	Singer	Songftrefs
milter	fpawner	forcerer	forcerefs
moor	morifco	ftag	hind
nephew	niece	fteer	heifer
patron	patronefs	fuitor	fuitrefs
peer	peerefs	fultan	fultana
poet	poetefs	teftator	teftatrix
priest	prieftefs	tiger	tigrefs
prince	princefs	traitor	traitrefs
prior	priorefs	tutor	tutorefs
procurer	procurefs	viscount	viscountefs
prophet	prophetefs	victor	victrefs
protector	protectrefs	votary	votarefs
ram	ewe	uncle	aunt
shepherd	shepherdefs	widower	widow
		wizard	witch

Case.

QUEST. 11. How does the substantive vary to exprefs cafe ?

ANSW. The substantive by the addition of an *apostrophe*, fometimes with an *s*, and fometimes without, is changed into the poffeffive cafe, to exprefs poffeffion or property ; as *Mary's cloak* ; *ladies' hats*.

QUEST. 12. When is the poffeffive cafe formed by the addition of the *apostrophe* only, and when by the addition of the *apostrophe* and *s* ?

ANSW.

16 Etymology, § 2. Substantives.

ANSW. Some substantives ending in *s*, especially plurals, sound very disagreeably if the *s* be doubled; those may have the addition of the apostrophe only; as *subscribers' names*. Other substantives form the possessive case by the addition of the apostrophe with an *s*; as *John's book*. [14]

QUEST. 13. Has the substantive any other cases but the possessive?

ANSW. Yes; Three, the nominative, the objective, and the absolute. [15] QUEST.

[14] Errors are frequently committed by using the possessive case instead of the objective, thus; *At the house of John Simpson's*, instead of *At the house of John Simpson*.

[15] The cases of the substantive have ever been a subject of controversy between grammarians. Those here enumerated, and the definitions to be given of them, are founded in the principles of the language, and in the opinion of the best authors; and they seem to be distinctions which are absolutely necessary to be known, for understanding or applying the common rules of syntax, as may appear by the following observations.

It is an invariable rule, that the verb must agree with its nominative word in number and person, and the only method whereby youth can ascertain which is the nominative word in complex sentences, wherein many substantives occur between the nominative and its verb, is by first pointing out the case of each substantive. This requires a knowledge of the objective and other cases, but whether they be called possessive, nominative, objective, and absolute cases or words, is not of material importance. The following passage, extracted from Blair's Lectures on rhetoric and belles lettres, vol. 1. lect. 9, will illustrate the foregoing remarks.

“The flexibility of a language, or its power of accommodation to different styles and manners, so as to be either grave and strong, or easy and flowing, or tender and gentle, or pompous and magnificent, as occasions require, or as an author's genius prompts, is a quality of great importance in speaking and writing.” Here are nine substantives

QUEST. 14. How are the nominative, objective, and absolute cases of the substantive distinguished?

ANSW. By the position of the substantive in connexion with other words in a sentence; which cannot be understood until the other parts of speech are well known. [16]

Etymology, § 3. Pronouns.

QUEST. 1. What is a pronoun?

ANSW. A pronoun is a letter or word used instead of a substantive; as *I, you, he, she, it*, instead of the names of the persons or thing spoken of.

QUEST. 2. How may a pronoun be known?

ANSW. A pronoun may be known by its supplying the place of some substantive; as the name of the person speaking is supplied by the pronoun *I* or *me*; the name of the person spoken to, is supplied by *you* or *thou*; the name of the person or thing spoken of, is supplied by *he, she, him, her, it, they, &c.*

QUEST.

stantives before the verb *is*; they are of the possessive, nominative, and objective cases; and a youth who is unacquainted with those cases, can only guess at that substantive among the nine, which is the nominative word to the verb *is*. Further arguments might be offered, but this note is already too long.

[16] See a description of those cases in etymology, section 11.

QUEST. 3. For how many purposes does the pronoun vary?

ANSW. The pronoun varies for five purposes, viz. person, number, gender, case, and state.

Person.

QUEST. 4. How many persons has the pronoun?

ANSW. Three; called the first, second, and third persons.

QUEST. 5. How are the persons of the pronoun distinguished?

ANSW. All those which express an idea of ourselves, as *I, me, we, us, our*, &c. are of the first person. All those which express an idea of the person to whom we are speaking, as *you, thou*, &c. are of the second person; and all those which express an idea of the person or thing spoken of, as *she, he, they, it*, &c. are of the third person.

Number.

QUEST. 6. How many numbers has the pronoun?

ANSW. The pronoun has two numbers; singular and plural.

QUEST.

QUEST. 7. How are the numbers of the pronoun distinguished?

ANSW. By different words, as

Singular.

Plural.

I

We

Thou

You

He

They, &c.

Gender.

QUEST. 8. How many genders has the pronoun?

ANSW. Pronouns of the third person are of the masculine, or feminine, or neuter gender, to agree with the genders of the substantive; but the first and second persons have no distinction for gender.

QUEST. 9. How are the genders of the pronoun distinguished?

ANSW. By different words, as

Masculine.

Feminine.

Neuter.

He

She

It

Him

Her

Them

His

Hers

Its

Case.

QUEST. 10. How many cases has the pronoun?

ANSW.

20 Etymology, § 3. Pronouns.

ANSW. The pronoun has four cases ; viz. the nominative, objective, possessive, and absolute.

QUEST. 11. How is the nominative case of the pronoun distinguished ?

ANSW. The nominative case of the pronoun is that form which is used before verbs, as *I educate* : Here *I* is the nominative case.

QUEST. 12. How is the objective case of the pronoun distinguished ?

ANSW. The objective case of the pronoun is that form which is used after verbs and prepositions, as, *educate me, for me* : Here *me* is the objective case.

QUEST. 13. How is the possessive case of the pronoun distinguished ?

ANSW. The possessive case of the pronoun is that form which expresses possession or property, as *my pen, the pen is mine* : Here *my* and *mine* are in the possessive case.

QUEST. 14. How is the absolute case of the pronoun distinguished ?

ANSW. The case absolute is the nominative case with a present participle, without a verb following and agreeing with it. This cannot be understood until the other parts of speech are well known. [1]

State.

[1] See a description of the case absolute in etymology, section 11.

State.

QUEST. 15. How many states has the pronoun?

ANSW. Two: The foregoing and following, which are used only in the possessive case.

QUEST. 16. How are the states of the pronoun distinguished?

ANSW. The foregoing state is that form of the pronoun which is placed before the substantive of possession, as *my book*. The following state is that form which is placed after the substantive, as *the book is mine*; or when the substantive is understood, as *mine is the best*. They are distinguished by different words, as

Foregoing State.

My
Our
Thy
Your

Following State.

Mine [2]
Ours
Thine
Yours

The following is a Table of all the pronouns; distinguishing person, number, gender, case, and state. [3]

Pronouns

[2] *Mine* and *thine* are often used in the solemn style before words beginning with a vowel or *b*, instead of *my* and *thy*, as *By the strength of thine arm*; and poets sometimes use them in the same way.

[3] The method of dividing the pronouns into different kinds, as personal, demonstrative, relative, interrogative, distributive, definitive, reciprocal, &c. is attended with no advantage which will in any measure compensate for the perplexity which it occasions to the pupil. For this reason, those definitions are rejected.

Pronouns of the first Person.

NOMINATIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
I	We
Myself	Ourselves [4]

OBJECTIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
Me	Us
Myself	Ourselves

POSSESSIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
<i>Enreging State</i> My	Our
<i>Following State</i> Mine	Ours [5]

Pronouns of the second Person.

NOMINATIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
Thou	You or ye [6]
	Yourselves

OBJECTIVE

[4] *Myself* and *ourselves* are seldom used in the nominative case, except in such expressions as *I did it myself*. *Myself* is here in the nominative case; as will appear from two circumstances. 1. The sentence is elliptical; the ellipsis being supplied, it will stand thus, *I did it, myself did it*. 2. The words may be thus transposed, *I myself did it*. In either way, *myself* is the nominative to *did*. *Ourselves*, *yourselves*, *himself*, *herself*, *itself*, *themselves*, are used in the same manner.

[5] *Ourn*, *yourn*, *bern*, *theirn*, are vulgarisms, which should never be used for *ours*, *yours*, *hers*, *theirs*.

[6] *Ye* is very rarely used; *You* supplies its place.

OBJECTIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
Thee	You
Thyself	Yourselves

POSSESSIVE CASE.

<i>Singular.</i>	<i>Plural.</i>
<i>Foregoing State</i> Thy	Your
<i>Following State</i> Thine	Yours

Pronouns of the third Person.

NOMINATIVE CASE.

	<i>Singular.</i>	<i>Plural.</i>
<i>Masculine</i>	{ He Himself	They Themselves
<i>Feminine</i>	{ She Herself	They Themselves
<i>Mas. & Fem.</i>	Who	Who
<i>Neuter</i>	{ It [7] Itself	They
<i>All Genders</i>		Others

OBJECTIVE

[7] No other word in the language is so indefinite as the pronoun *it*; being often used without any substantive expressed, invention must frequently be called on to furnish the substantive understood, which is represented by this pronoun; as in phrases like the following, *It is reported. It is wise. Was it he?*

24 Etymology, § 3. Pronouns.

OBJECTIVE CASE.

	Singular.	Plural.
Masculine	{ Him	Them
	{ Himself	Themselves
Feminine	{ Her	Them
	{ Herself	Themselves
Mas. & Fem.	Whom	Whom
Neuter	{ It	Them
	{ Itself	Themselves
All Genders		Others

POSSESSIVE CASE.

		Singular.	Plural.
Masculine	{ Foregoing State	His	Their
	{ Following State	His [8]	Theirs
Feminine	{ Foregoing State	Her	Their
	{ Following State	Hers	Theirs
Mas. & Fem.	Foregoing State	Whose	Whose
Neuter	Foregoing State	{ Its	Their
		{ Whose	

And the negative word *none*. [9]

Section 4.

[8] *His*, the following state of the possessive case, is often very improperly converted into *hizzen* in conversation. This impropriety probably originated in a contraction of *his own*.

[9] Bishop Lowth places the word *none* among the pronouns, giving it the epithet of a pronominal adjective: This is a term unknown in the nine parts of speech, of which it should rank as one. That it is a pronoun seems evident from its supplying the place of a substantive, and never being used with one like an adjective. It has no variation for person, number, gender, case, or state, to which other pronouns are subject.

Etymology, § 4. Articles.

Section 4. Articles.

QUEST. 1. What is an article ?

ANSW. An article is a letter or word placed before substantives common, to point out the extent of their signification. [1]

QUEST. 2. How may an article be known ?

ANSW. As the only articles are *a*, *an*, and *the*, they are readily known.

QUEST. 3. For how many purposes does the article vary ?

ANSW. Only one : The article *a* is changed into *an* before words beginning with a silent *b*, [2] or with the vowels *a*, *e*, *i*, *o*, or *u*, as *an honour*, *an hour*, *an apple*, *an idle scholar*, &c. Before other words the *a* is not changed. [3]

QUEST. 4. What distinctions are made between the articles *a* or *an* and *the* ?

ANSW. *A* or *an* is called the indefinite article, because it is placed before substantives common of the singular number, without defining any particular person or thing ; as *a book* signifies

[1] In a few instances *a* has the signification of a word ; thus it is used for *equal*, as *just of a size*, meaning, *just of equal size* ; for *each*, or *every*, as *it cost two dollars a yard*, meaning *two dollars for every yard*.

[2] The following are most of the words in the language which begin with a silent *b*, viz. *beir*, *beirefs*, *beirship*, *berb*, *berbutious*, *berbage*, *berbal*, *berbalist*, *berbarist*, *berbid*, *berby*, *boneft*, *boneftly*, *bonesty*, *bonour*, *bonourable*, *bonourably*, *honorary*, *borometry*, *beur*, *bourly*.

[3] This rule for changing *a* into *an* is conformable to the familiar style, but it is not always followed in the solemn style, in which, and in poetry, *an* is often used for *a* ; thus, *I have builded an house*.

Etymology, § 4. Articles.

signifies any book. *The* is called the definite article, because being placed before substantives common, it defines what particular person or thing is spoken of, as *the book*, signifies some particular book.

QUEST. 5. Are the articles never used before substantives proper?

ANSW. The article *a* or *an* is put before substantives proper, when they are used as substantives common; as a man eminent for his talents, as a general and statesman, may be called *a Washington*. The article *the* is put before the names of ships, rivers, mountains, &c. when the substantive is understood; as *the Dispatch*, meaning the ship Dispatch: *the Mississippi*, meaning the river Mississippi: *the Andes*, meaning the mountains Andes, &c. *The* is also used before substantives proper in the manner described in Etymology, § 2, note 6.

QUEST. 6. Are the articles used before both numbers of the substantive?

ANSW. The article *the* is used before both numbers; as *the book*, *the books*; but the article *a* or *an* is used before the singular number only, except when some collective term before the substantive gives the idea of a whole number; as *a hundred men*, *a thousand pounds*, *a few days*. [4]

Section 5.

[4] Foreigners often err, by using the adjective *one*, instead of the article *a*; thus, *one man*; instead of *a man*; *one ship* instead of *a ship*; and one of the principal objects of this work is to assist foreigners in acquiring a knowledge of the language.

Section 5. Adjectives.

QUEST. 1. What is an adjective?

ANSW. An adjective is a word showing some quality, circumstance, or number, of a substantive; as *a good scholar, fifty pounds*: *good* and *fifty* are adjectives to the substantives *scholar* and *pounds*.

QUEST. 2. How may an adjective be known?

ANSW. Any word which is not a pronoun, that will make sense with one of the substantives *man* or *men, thing* or *things*, placed after it, is an adjective; as *a worthy man, various things*: *worthy* and *various* prove to be adjectives, by making sense with the words *man* and *things* placed after them.

QUEST. 3. For how many purposes do adjectives vary?

ANSW. Adjectives vary for comparison, number, and case, but no one adjective varies for more than one of those purposes. Most adjectives vary for comparison; a few for number; a few for case; and a few are invariable.

Comparison.

QUEST. 4. What is the comparison of adjectives?

ANSW. The comparison of adjectives is the

the increasing or the decreasing of their significations, by the addition of a syllable or word, or by changing the form of the adjective.

QUEST. 5. In how many states or degrees of comparison can the adjective be placed?

ANSW. Three: The adjective in its simple state is called the positive degree; as *fair*. Its next state is called the comparative degree; as *fairer*. Its highest state is called the superlative degree; as *fairest*.

QUEST. 6. How are the degrees of comparison formed?

ANSW. The comparative degree is generally formed by placing *more* before the positive, or *r* or *er* after it. The superlative degree is generally formed by placing *most* before the positive, or *st* or *est* after it, thus:

Positive.	Comparative.	Superlative.
Fair	{ More fair, or Fairer	{ Most fair, or Fairest
Polite	{ More polite, or Politer	{ Most polite, or Politest

Adjectives which form their degrees of comparison by *more* and *most*, or by *er* and *est*, like the foregoing, are called regular; others are called irregular.

QUEST. 7. Will all regular adjectives admit of comparison each way?

ANSW. No: Monosyllables generally form comparison

comparison by *er* and *est*; as *great, greater, greatest*; other adjectives by *more* and *most*; as *industrious, more industrious, most industrious*. Some few will form comparison each way. Those adjectives which form their degrees of comparison one way only, found so disagreeably when compared in any other, that a list of them is unnecessary.

QUEST. 8. How are the irregular adjectives compared?

ANSW. As in the following

List of irregular Adjectives,
with their degrees of comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	Better	Best
Bad	Worse	Worst
Ill		
Evil		
Far	{ Farther Further	{ Farthest Furthest
Much	More	Most
Many		
Near	Nearer	{ Nearest Next
		Late

Positive.	Comparative.	Superlative.
Late	{ Later Latter	Latest Last [1]
Little	{ Less Lesser	Least
Old	{ Older Elder	Oldest Eldest

Some few adjectives are without the comparative degree ; the superlative being formed by putting *most* after the positive ; as

Positive.	Superlative.
Fore	Foremost
Hinder	Hindermost
Nether	Nethermost
Under	Undermost
Upper	Uppermost
Utter	{ Uttermost Utmost

Number.

QUEST. 9. What adjectives have number ? [2]

ANSW. The adjectives *this* and *that* vary for number thus,

Singular.

[1] Later and latest refer to time only ; latter and last to time or place.

[2] Most adjectives agree with singular and plural substantives alike, as *good man*, *good men* ; few or none beside those enumerated in the answers to questions 9, 10, and 11, have any distinction for number.

Singular.	Plural.
This	These [3]
That [4]	Those [5]

The abovementioned are the only adjectives in the language which have the singular and plural numbers; a few others have a singular or plural number only.

QUEST. 10. What adjectives are of the singular number only?

ANSW. 1. The adjectives *each, every, either*, [6] *neither*, are used only with reference to singular substantives. 2. The numeral adjective *one* is singular. 3. The ordinal adjectives *first, second, third, &c.* are singular, except in a few instances, where *first* is used with a plural substantive, as *the first fruits*.

QUEST. 11. What adjectives are of the plural number only?

ANSW. 1. The adjectives *numerous, various, several, both*, [7] *few*, and *many*, are plural, except

[3] The adjectives *this* and *these* generally refer to the nearest objects, and *that* and *those* to objects more remote.

[4] *That* and some other adjectives being frequently used as pronouns, will be particularly described after the other parts of speech.

[5] The pronoun *them* is often improperly used for the adjective *these*; as *bring them books*, instead of *bring these books*. It is evident that an adjective, not a pronoun, is to be used with the substantive *books*.

[6] *Each, every*, and *either* are not always used according to the just meanings of the words; they are thus defined by Dr. Johnson; "*Each*, every one of any number;" "*Every*, each one of all;" "*Either*, whichsoever of the two." They are used with propriety before collective adjectives, as *each dozen, every hundred, &c.*

[7] *Both* refers to two particulars only, and couples them together.

except in those expressions where an article follows the word *many*, as *many a day*. 2. All numeral adjectives more than one, as *two, three, four, &c.* are plural. 3. All collective adjectives, as *dozen, hundred, thousand, &c.* are plural, agreeing with plural substantives, although the singular article *a* is used before them, as *a dozen hats, a hundred pounds, &c.*

Cafe.

QUEST. 12. What adjectives have cafe?

ANSW. *One, other, [8] another, former, latter,* are sometimes put in the possessive cafe, as in Pope's Universal Prayer;

"Teach me to feel another's woe."

Invariable Adjectives.

QUEST. 13. What adjectives are invariable?

ANSW. The following adjectives are invariable, having neither comparifon, number, nor cafe, viz. *all, any, neither, fame, some, fuch, what, which, whatever, whatfoever, whichever, whichfoever.*

Section 6.

[8] Authors differ in opinion refpecting the parts of fpeech to which fome few words belong; the words *other* and *others* are among this number. If the definitions be juft, which have ever been given of adjectives and pronouns, *other* is an adjective, and *others* a pronoun; the word *other* being ufed only with a fubftantive, expreffed or underftood; and the word *others* always fupplying the place of a fubftantive, and never being ufed with one. The fame mode of decifion is adopted throughout this work, refpecting words of difputed rank.

Section 6. Verbs.

QUEST. 1. What is a verb ?

ANSW. A verb is a word which expresses some action, or some state of existence ; as *to play, I write, they are, he knows, &c.* The words *play, write, are, knows,* are verbs.

QUEST. 2. How may a verb be known ?

ANSW. A verb may generally, be known by its making sense with some substantive or pronoun, or one of the helping verbs *may, can, have,* placed before it ; as *wood burns ; I walk ; may go ; have done.* *Burns, walk, go, done,* are verbs.

QUEST. 3. How many distinctions are necessary to be understood in verbs ?

ANSW. Two : The distinction between verbs active and verbs neuter ; [1] and the distinction between principal verbs and helping verbs.

QUEST. 4. How may the distinction between verbs active and verbs neuter be known ?

ANSW. Verbs active refer to some substantive or pronoun following, either expressed or understood ; as *try the pen ;* in this sentence, *try* is a verb active. Verbs neuter have no substantive following, as *try to write ;* in this sentence, *try* is a verb neuter.

QUEST.

[1] The verb *active* has a government of case ; this makes the distinction between active and neuter verbs necessary to be understood. This distinction is not in dictionaries, for which reason those terms are here chosen, as in other languages the terms transitive and intransitive.

QUEST. 5. How may the distinction between principal verbs and helping verbs be known?

ANSW. All the helping verbs are contained in the following list. Those which do not belong to this class are principal verbs.

List of helping Verbs, with their Variations.

AM	BE	DO	HAVE
art	beest	doest	has
is	being	doft	hast
are	been	does	hath
was		doth	having
wast		doing	had
were		did	hadft
wert		didft	
		done	
CAN	MAY	SHALL	WILL
canft	mayft	fhalt	wilt
could	might	fhould	would
couldft	mighteft	fhouldft	wouldft
LET [2]	OUGHT	MUST [3]	
letteft	oughteft		
letteth			

N. B.

[2] The verb *let* requires the substantive or pronoun after it to be in the objective case, as *let me go*. The nominative case is often used after *let*, very improperly, instead of the objective case; as *will you let my brother and I go*? This impropriety will fully appear upon supplying the ellipsis, when the sentence will stand thus, *will you let my brother go, and will you let I go*? The other helping verbs admit the nominative case after them; as *have I? may I? must I? &c.*

[3] The verb *must* has no variation, and is the only verb in the language which has none.

N. B. Those words in the foregoing list which are printed in capitals, are original helping verbs ; the others are their variations.

QUEST. 6. Are any of the helping verbs ever used as principal verbs ?

ANSW. Yes ; The four helping verbs *am*, *be*, *do*, *have*, and their variations, are frequently used as principal verbs.

QUEST. 7. How are the helping verbs distinguished when used as principal verbs ?

ANSW. When a helping verb is used without reference to a verb following, expressed or understood, it becomes a principal verb ; as *I am well ; to be ; that will do ; he had my book ;* here *am*, *be*, *do*, *had*, are principal verbs. But when a verb is partly explained by one or more of those verbs, placed before it, they are helping verbs ; as *I am writing ; you may be disappointed ; he had spoken ;* here *am*, *may*, *be*, *had*, are helping verbs.

QUEST. 8. For how many purposes does the verb vary ?

ANSW. All principal verbs, and some of the helping verbs which are used as principals, vary for five purposes, viz. time, number, person, style, and mode.

Time.

QUEST. 9. How does the verb vary for time ?

ANSW.

36 Etymology, § 6. Verbs.

ANSW. Most verbs have a present time, a present participle, a past time, and a past participle, by which, with the assistance of the helping verbs, the time of every action is expressed, whether past, present, or future. They are varied thus ;

<i>Present time.</i>	<i>Present participle.</i>	<i>Past time.</i>	<i>Past participle.</i>
Complain.	Complaining.	Complained.	Complained.

Those verbs which make the past time, and past participle, by the syllable *ed*, are called regular, all others are called irregular verbs.

QUEST. 10. How may the irregular verbs be distinguished from the regular ?

ANSW. The following list gives the present time, the past time, and the past participle of all irregular verbs ; those which are not here enumerated are regular.

All present participles end in *ing*, they need not therefore be given.

List of all the irregular Verbs. [4]

Those which want either past time or participle are called defective.

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
Abide	Abode	Abode
am or be	was	been

Present

[4] A pupil should be well acquainted with the irregular verbs. They may be easily learned from the list, by taking a small part at a time, for an exercise, giving the present time, the past time, and the participle of each verb, until they are all known. This is called by Mr. Usher, in his grammar, "the abridged conjugation of a verb."

N. B. Some irregular verbs may have been overlooked, but unwearied pains have been taken to give a correct list.

Etymology, § 6. Verbs. 37

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
arise	arose	arisen
awake	{ awoke or awaked }	awaked
*bake [5]	baked	†baken or baked
bear	bore or bare	borne or †born
beat	beat	beat or beaten
begin	began	begun
beget	begat or begot	begotten
behold	beheld	{ beheld or beholden }
bend	bended or bent	bended or bent
bereave	{ bereaved or bereft }	{ bereaved or bereft }
beseech	besought	besought
bid	bid, bad or bade	bid or bidden
bind	bound	{ bound or bounden }
bite	bit	bit or bitten
beware	defective	defective
bleed	bled	bled
blow	blew [6]	blown
break	brake or broke	broke or broken
breed	bred	bred
bring	brought	brought

Present

[5] Dr. Johnson, in his dictionary, gives the past time and participle of irregular verbs; but some verbs, which other grammarians consider as irregular, he has not distinguished as such; all those have this * mark. Words marked thus † are seldom used.

[6] Blow'd is an impropriety, frequently used for blew, or blown.

E

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
build	builded or built	builded or built
buy	bought	bought
burn	burned	burned or burnt
burst	burst	burst or †bursten
can	could	defective
cast	cast	cast
catch	{ catched or caught	{ catched or caught [7]
chide	chid or chode	chid or chidden
choofe	chose	chose or chosen
cleave	claye or clove	cloven or cleft
climb	{ †clomb or climbed	{ †clomb or climbed
cling	clang or clung	clung
clothe	clothed or clad	clothed or clad
come	came	come
cost	cost	cost
crow	crew or crowed	crowed
creep	creeped or crept	creeped or crept
cut	cut	cut
dare, to venture [8]	durst	dared
* deal	dealt	dealt
* die	died	dead
dig	digged or dug	digged or dug
do	did	done
draw	drew	drawn
* dream	{ dreamed or dreamt	{ dreamed or dreamt

Present[7] *Catch* is an impropriety, frequently used for *catch'd*, or *saught*.[8] *Dare*, to challenge or defy, is a regular verb.

Etymology, § 6. Verbs. 39

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
drink	{ drank or drunk	{ drunk or drunken
drive	drove	driven or drove
dwell	dwelt or dwelled	dwelt
eat	ate or eat	eat or eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew or fled [9]	flown or fled
* fold	folded	folded or †folden
forget	{ forgot or forgot	{ forgotten or forgot
forfake	forlook	{ forsaken or forlook
freeze	froze	frozen or froze
freight	{ freighted or fraught	{ freighted or fraught
geld	gelded or gelt	gelded or gelt
get	got or gat	got or gotten
gild	gilded or gilt	gilded or gilt
gird	girded or girt	girded or girt
give	gave	given
go	went	gone
grave	graved	graved or graven

Present

[9] Johnson gives *flew* or *fled*, for the past time of *fly*; Lowth and Usher rank *fled* as only the past time and participle of *flee*, to run.

40 Etymology, § 6. Verbs.

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
grind	ground	ground
grow	grew	grown
hang	hanged or hung	hanged or hung
have	had	had
* hear	heard	heard
* heat	{ heated or heat [10] }	heated or heat
heave	heaved or hove	heaved or hoven
help	helped	helped or †holpen
hew	hewed	hewed or hewn
hide	hid	hid or hidden
* hit	hit	hit
hold	held	held or holden
hurt	hurt	hurt
keep	kept	kept
knit	knit or knitted	knit
know	knew [11]	known
lade	laded	laden
lay, to place [12]	laid	laid or laid
lead	led	led
* leap	leaped or leapt	leaped or leapt
leave	left	left
lend	lent	lent
let [13]	let	let

Present

[10] The irregular past time and participle of *heat*, are pronounced *let*.

[11] *Know'd* is an impropriety, often used for *knew*.

[12] *Lay*, to place, and *lie*, to lie down, by being mistaken for each other, are often used improperly. The first is active, the other neuter.

[13] *Let*, when it signifies to hinder, is regular, *let, letted, letted*.

Etymology, § 6. Verbs. 41

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
lie, <i>to lie down</i> [14]	lay	lien or lain
* lift	lifted	lifted or lift
* light	{ lighted or light [15] }	lighted or light
lose, <i>to suffer loss</i> [16]	lost	lost
* load	loaded	loaded or loaden
make	made	made
may	might	<i>defective</i>
mean	meant	meant
meet	met	met
melt	melted	{ melted or molten }
mow	mowed	mowed or mown
must	<i>defective</i>	<i>defective</i>
ought	<i>defective</i>	<i>defective</i>
* owe	owed	owed or † owen
partake	partook	partaken
pay	paid	paid
* put	put	put
quit	quitted or quit	quitted or quit
† quoth	† quoth	<i>defective</i>
read [17]	read	read
rend, <i>to tear</i>	rent	rent
* rent, <i>to let or hire</i>	rented	rented or rent

Present

[14] *Lie*, to speak falsely, is a regular verb.

[15] The irregular past time and participle of *light*, are pronounced *lit*.

[16] *Loose*, to untie, is a regular verb.

[17] The past time and participle of *read*, are pronounced *red*.

42 Etymology, § 6. Verbs.

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
* rid	rid	rid
ride	rid or rode	rid or ridden
ring	rung or rang	rung
rise	rose [18]	risen
rive	rived	riven
rot	rotted	rotted or rotten
run	ran	run
say	said	said
saw	sawed	sawed or sawn
see	saw [19]	seen
seek	sought	sought
set, to place or plant	set	set
sell	sold	sold
send	sent	sent
seeth	sod or seethed	sodden
shake	shook	shook or shaken
shall	should	defective
shave	shaved	shaved or shaven
shear	shore or sheared	shorn
* shed	shed	shed
shew or show, to make appear	shewed or showed	shewn or shown
shine	shined or shone	shined or shone
shape	shaped	shaped or shaper
shoe, to cover the foot	shod	shod
shoot	shot	shot or shotten
shred	shred	shred

Present

[18] Rise is an impropriety, frequently used for *rose*, or *risen*.

[19] Seed and Sor are improprieties, frequently used for *saw* or *seen*.

Etymology, § 6. Verbs. 49

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
shrink	{ shrank or shrunken	{ shrank or shrunken
* thrive	throve	thriven
shut [20]	shut	shut
sing	sang or sung	sung
sink	sank or sunk	sunk or sunken
sit, to rest on a seat	sat [21]	sat or sitten
slay	slew	slain
* sleep	slept	slept
slide	slid	slidden
sling	sang or slung	slung
slink	slunk	slunk
slit	slit	slit or slitted
smell	smelt	smelt
smite	smote	smit or smitten
sow	sowed	sown
speed	sped	sped
speak	spake or spoke	spoken
* spend	spent	spent
* spell	spelled or spelt	spelt
* spill	spilled or spilt	spilt
spin	span or spun	spun
spit	spat	{ spit, spitten or spitted
split	splitted or split	splitted or split
* spread	spread	spread
spring	sprang or sprung	sprung
stand *	stood	stood

Present

[20] *Shet* and *shot* are improprieties, often used for *shut*.

[21] *Set* and *for* are improprieties, often used for *sit* and *sat*.

44 Etymology, § 6: Verbs.

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
steal, <i>to take away</i> [22]	stole	stolen or † stoln
stick	stuck	stuck
sting	stung	stung
stink	stank or stunk	stunk
straw	strawed	strawn
* strew	strewed	strown
strow	strowed	strown
strike	struck	{ struck, † stricken or stricken
string	strung	strung
strive	strived or strove	striven
stride	strode	stridden
swear	swore	sworn
swell	swelled	{ swelled or swollen
sweep	swept	swept
swim	swam or swum	swum
take	took	taken
teach	taught	taught
tear	tore [23]	torn
tell	told [24]	told
think	thought	thought
thrive	{ throve or thrived }	thriven
throw	threw	thrown
* thrust	thrust	thrust
tread	trod or † trode	trodden

Present

[22] *Steel*, to point or edge with steel, is regular.

[23] *Tor'd* is an impropriety, often used for *tore* or *torn*.

[24] *Tell'd* is an impropriety, sometimes used for *told*.

<i>Present time.</i>	<i>Past time.</i>	<i>Past participle.</i>
* wash	washed	{ washed or washed
wax	waxed	waxed or waxen
weep	wept	wept
wear	wore	wore or worn
weave	{ wove or weaved	{ woven or weaved
* wet	wet or wetted	wet or wetted
will	would	defective
win	won	won
wind	wound	wound
wring	wrung	wrung
work	{ worked or wrought	{ worked or wrought
write	wrote	written
wreath	wreathed	wreathen
* writhe	writhed	writhen

QUEST. 11. Have all verbs a present participle?

ANSW. All verbs have a present participle, except a few, such as *am, can, may, must, ought, quoth, shall, &c.*

QUEST. 12. The past time and participle of regular verbs being formed alike, how can they be distinguished in composition?

ANSW. The past time is distinguished from the participle by the helping verbs; the past time being used without them, and the participle with them, thus, *he complained of me:*
here

here *complained* being without a helping verb, is the past time. *I have complained of him*: here *complained* being used with a helping verb, is the participle.

Number.

QUEST. 13. How many numbers has the verb?

ANSW. The verb has two numbers, the singular and the plural, to agree with the numbers of the substantive or pronoun, as

Singular.

Plural.

He learns

They learn

Here the singular verb *learns* agrees with the singular pronoun *he*, and the plural verb *learn* agrees with the plural pronoun *they*.

Person.

QUEST. 14. How does the verb vary for person?

ANSW. The verb varies to agree with the three persons of the pronoun, as

Singular.

Plural.

1st Person.

I learn

We learn

2d Person.

Thou learnest

{ Ye learn or
You learn

3d Person.

{ He learneth or
He learns

They learn.

Style.

Style.

QUEST. 15. How does the verb vary for style?

ANSW. In the solemn or serious style, the verb forms the three persons of the singular number, thus,

I command

Thou commandest [25]

He commandeth

In the familiar or polite style, the verb and pronoun have only the first and third persons in the singular number, as

I command

He commands

QUEST. 16. How is the deficiency of the second person singular supplied in the familiar style?

ANSW. *You*, the second person plural, is always used with a plural verb in the familiar style, instead of *thou*, the second person singular, as *you are a good scholar*; not *thou art a good scholar*.

QUEST. 17. Is the verb formed differently for style throughout both numbers?

ANSW. No: In both the solemn and familiar style all verbs except the verb *am* and its

[25] Those who converse in the solemn style, generally use the pronoun and verb improperly in the second person, thus, *thee gives* instead of *thou givest*.

48 Etymology, § 6. Verbs.

its past time *was*, have one and the same form for the first person singular and the three persons plural ; as

<i>Singular.</i>	<i>Plural.</i>
I command	We command
	Ye or you command
	They command

QUEST. 18. How are the variations of the verb *am*, and its past time *was*, formed for person and style ?

ANSW. The variations of the verb *am*, and its past time, are formed thus :

Present Time.

<i>Singular.</i>	<i>Plural.</i>
1st Person. I am	We are
2d Person. Thou art	Ye or you are
3d Person. He is	They are

Past Time.

<i>Singular.</i>	<i>Plural.</i>
1st Person. I was	We were
2d Person. Thou wast	Ye or you were
3d Person. He was	They were

Mode.

QUEST. 19. What is meant by mode ?

ANSW. Mode is a manner of expression.

QUEST.

QUEST. 20. How many modes have verbs?

ANSW. Verbs have four modes ; the *indicative*, the *conjunctive*, the *imperative*, and the *infinitive*.

QUEST. 21. What is the indicative mode?

ANSW. The indicative mode is an affirmation, as *I study*, or a question, as *do you study*?

QUEST. 22. What is the conjunctive mode?

ANSW. The conjunctive mode is conditional, as *if I study, whether I study or not*.

QUEST. 23. What is the imperative mode?

ANSW. The imperative mode is a command, as *study, William!* or an intreaty, as *let me study*, or a request or petition, as *teach us thy law*. [26]

QUEST. 24. What is the infinitive mode?

ANSW. The infinitive mode is unlimited, having neither number, person, nor nominative word, as *to study, to have studied*.

QUEST. 25. What is meant by the nominative word?

ANSW. That substantive or pronoun which is placed before the verb in a regular sentence of the indicative or conjunctive mode is called the nominative word, as *the master instructs the scholar*; here *master* is the nominative word to the verb *instructs*.

QUEST.

[26] Although the meaning of the word *imperative*, is "commanding," yet the author is not singular in ranking terms of *intreaty*, &c. in that mode, which he prefers to multiplying distinctions unnecessarily.

QUEST. 26. What is that substantive or pronoun called which is placed after the verb ?

ANSW. That substantive or pronoun which is placed after the verb is called the objective word, as in the sentence before given, *scholar* is the objective word.

QUEST. 27. May not the nominative and objective words change their places in a sentence ?

ANSW. Yes, the foregoing sentence may be changed thus, *the scholar is instructed by the master*. In this sentence *scholar* is the nominative word, and *receives* the action ; in the other sentence, *master* is the nominative word, and *does* the action. [27]

QUEST. 28. What distinction is necessary to be made, between sentences wherein the nominative word *does* the action, and those wherein the nominative word *receives* the action ? [28]

ANSW.

[27] In this description the nominative and objective words change not only their places, but their names. By transposition they often change places, without changing names ; this will be treated of in its place.

[28] To mark the distinctions referred to in questions 27 and 28 some grammarians consider the words *is instructed*, as a passive verb, while others deny the existence of such a verb. That two or more words should be combined to form one part of speech, is an idea contradictory to the first principles of grammar, whereby each word ranks as a part of speech independently. *The master has instructed the scholar : The scholar has been instructed by the master* : These phrases convey one and the same idea ; and a youth who cannot possibly comprehend that

the

ANSW. When the nominative word *does* the action, it may be distinguished by being called the nominative active, as *I have instructed*. When the nominative word *receives* the action, it may be called the nominative passive, as *I am instructed*. [29]

QUEST. 29. How is the verb *choose* varied in the indicative mode, present time, for number, person, and style?

ANSW. The verb *choose* is thus varied, in the Indicative Mode, present Time.

First Person.

Singular Number.

I choose

I do choose

I am choosing

Plural Number.

We choose

We do choose

We are choosing

Second

the same word, conveying the same idea, is a verb active, and yet is not a verb active, but is a verb passive, will easily perceive that *instructed* is the participle of the verb active *instruct*, and that in one sentence the nominative word DOES the action, and that in the other, the nominative word RECEIVES the action: Hence the author's design in considering the nominative word as active or passive, instead of the verb; and he hopes the justness and simplicity of this definition, will recommend it to the candid observer.

[29] The difference between active and passive nominative words, is a necessary distinction for correcting the common errors, "*You are mistaken*." "*I am done*," &c. where the nominative word is made passive, when it should be active.

This distinction will be found equally useful, for pointing out the difference between the phrases, *I shall be chosen*, and *I shall have chosen*. If its usefulness be evident in those particulars, it is to be presumed novelty will not be disgusting.

Second Person.

Singular Number.

Plural Number.

THOU CHOOSEST [30]	Ye or you choose
THOU DOST choose	Ye or you do choose
THOU ART choos ^{ing}	Ye or you are choos ^{ing}

Observe, all pronouns and verbs of the solemn style, are distinguished by being in capitals, throughout the modes.

Third Person.

He chooses	They choose
He does choose	They do choose
He CHOOSETH	They are choos ^{ing}
He DOTH choose	
He is choos ^{ing}	

QUEST. 30. How is the verb *choose* varied in the indicative mode, past time, for number, person, and style?

ANSW. The verb *choose* is thus varied, in the

Indicative Mode, past Time.

First Person.

NOMINATIVE ACTIVE.

I did choose	We did choose
I was choos ^{ing}	We were choos ^{ing}

Singular

[30] Pronouns of the solemn style require verbs of the solemn style to agree with them; and the different parts of a subject should agree in style with each other.

Singular Number.

Plural Number.

I chose [31]

We chose

I have chosen [32]

We have chosen

NOMINATIVE PASSIVE. [33]

I am chosen

We are chosen

I was chosen

We were chosen

I have been chosen

We have been chosen

I had been chosen

We had been chosen

Second Person.

NOMINATIVE ACTIVE.

THOU DIDST choose

Ye or you did choose

THOU WAST choos^{ing}

Ye or you were choos^{ing}

THOU CHOSEST

Ye or you chose

THOU HAST chosen

Ye or you have chosen

NOMINATIVE

[31] Foreigners often mistake in forming the past time, by using the phrase *I have chosen yesterday*, &c. instead of *I chose yesterday*: This error may be avoided by observing the following rule, viz. when an action has been just finished, or took place in a time past which is not specified, the helping verb *have* is used; as *I have chosen*. When the time is specified in which the action was done, it is always expressed without the helping verb *have*, as *I chose yesterday*. The use of the terms *I was chosen*, or *I have been chosen*, *they were chosen*, or *they have been chosen*, may be regulated by the same rule.

[32] Of the many phrases whereby the past and future times may be formed, a sufficient number only are enumerated, for forming them with the present time, the present participle, the past time, and the past participle of the principal verb.

[33] In a few instances the nominative word is made passive in the present time; as *the house is building*. *The clothes are making*. Such sentences are often formed improperly thus, *the house is a building*. *The clothes are a making*.

NOMINATIVE PASSIVE.

<i>Singular Number.</i>	<i>Plural Number.</i>
THOU ART chosen	Ye or you are chosen
THOU WAST chosen	Ye or you were chosen
THOU HAST been chosen	Ye or you have been chosen
THOU HADST been chosen	Ye or you had been chosen

Third Person.

NOMINATIVE ACTIVE.

He did choofe	They did choofe
He was choofing	They were choofing
He chose	They chose
He has chosen	They have chosen

NOMINATIVE PASSIVE.

He is chosen	They are chosen
He was chosen	They were chosen
He has been chosen	They have been chosen
He had been chosen	They had been chosen

QUEST. 31. How is the verb *choofe* varied in the indicative mode, future time, for number, person, and style ?

ANSW. The verb *choofe* is thus varied, in the

Indicative

Indicative Mode, future Time.

First Person.

NOMINATIVE ACTIVE.

Singular Number.

Plural Number.

I shall choose [34]

We shall choose

I shall be choosing

We shall be choosing

I shall have chosen

We shall have chosen

NOMINATIVE PASSIVE.

I shall be chosen

We shall be chosen

I shall have been
chosen

We shall have been
chosen

Second Person.

NOMINATIVE ACTIVE.

THOU SHALT choose

Ye or you shall choose

THOU SHALT be
choosing

Ye or you shall be
choosing

THOU SHALT have
chosen

Ye or you shall have
chosen

NOMINATIVE

[34] Foreigners often mistake, in using the helping verbs *shall* and *will*. *SHALL*, in the indicative mode, with the first person, as *I shall*, *we shall*, simply fortels an action; but with the second and third persons, as *you shall*, *they shall*, it promises, commands, or threatens. *WILL*, with the first person, as *I will*, *we will*, is a promise, or determination; but with the second and third persons, as *you will*, *he will*, *they will*, it simply foretels an action.

The foregoing note is forcibly illustrated in an anecdote of a foreigner, who having fallen into the water, exclaimed, "*I will drown! nobody shall help me!*" instead of *I shall drown, nobody will help me.*

NOMINATIVE PASSIVE.

Singular Number.

Plural Number.

THOU SHALT be cho-
sen

Ye or you shall be
chosen

THOU SHALT have
been chosen

Ye or you shall have
been chosen

Third Person.

NOMINATIVE ACTIVE.

He shall choose

They shall choose

He shall be choos-
ing

They shall be choos-
ing

He shall have chosen

They shall have chosen

NOMINATIVE PASSIVE.

He shall be chosen

They shall be chosen

He shall have been
chosen [35]

They shall have been
chosen

QUEST. 32. How may affirmations in the indicative mode be changed into questions? (See answer to question 21.)

ANSW. Affirmations in the indicative mode may be changed into questions, by placing that helping verb immediately before the nominative word, which in the affirmation stands immediately

[35] It may be here remarked that in those affirmative phrases which are formed by the assistance of helping verbs, that verb agrees with the nominative word which is next to it; and that but three helping verbs can be combined in any phrase. The past time of the principal verb must never be used with a helping verb, the past participle supplying its place; as, *I have written*; not *I have wrote*. *He has taken*; not *He has took*, &c.

mediately after it. *He has been chosen*, is an affirmation, and by changing it thus, *Has he been chosen*, it becomes a question. [36]

QUEST. 33. How may the time be distinguished in a phrase where a number of verbs are combined?

ANSW. The time is easily distinguished thus; observe first, whether the phrase expresses an idea of a present state of existence, or an action now performing; as those only are of the present time; when this is ascertained, the past and future are so different, that either may be readily known; and as time has no divisions in nature, but past, present, and future, so no action can be performed, but in one of those divisions. [37]

Conjunctive Mode.

QUEST. 34. How may the conjunctive mode be known?

ANSW.

[36] *Has he been chosen?* is a question for information; besides which, a negative question is thus formed, *Has he not been chosen?* when it is known or supposed that he has been chosen. This form is often used with the force of the affirmation, *He has been chosen*.

[37] The drift of a sentence is the only guide for ascertaining the time in which it is expressed; for example, *I am going into the country*, (meaning tomorrow, or next week); this phrase is in the future time; if on the journey I meet a friend who accosts me with "*where are you going?*" the answer is, *I am going into the country*. The same sentence is now in the present time, which in the other case is in the future. As the knowledge of grammar depends much on abstract ideas, youth should not be called to this study too early, at the expense of improvement in other exercises, necessary, yet simple, and adapted to their capacities.

58 Etymology, § 6. Verbs.

ANSW. The conjunctive mode may be known by a conditional conjunction, expressed or understood, before the nominative word ; as, *if he were chosen. Were he chosen. If he was chosen, &c.*

QUEST. 35. How is the verb formed which agrees with the nominative word in the conjunctive mode ?

ANSW. In the conjunctive mode the verb sometimes varies to agree with the nominative word, exactly as in the indicative mode ; thus :

Singular.

Plural.

If I choose

If we choose.

If THOU CHOOSEST

If ye or you choose.

If he chooses

If they choose.

This, for distinction's sake, may be called the absolute form. Sometimes the verb in the conjunctive mode has no variation for number or person, as

If I choose

If we choose

If THOU choose.

If ye or you choose.

If he choose

If they choose.

This may be called the conditional form ; in which the plural of all verbs but of the verb *am*, is used alike, throughout both numbers.

QUEST. 36. What is the conditional form of the verb *am* ?

ANSW.

ANSW. The variations of the verb *am* make its conditional form thus ;

PAST TIME.

Singular.

Plural.

If I were chosen	If we were chosen
If THOU WERT chosen	If ye or you were chosen
If he were chosen	If they were chosen

PRESENT TIME.

If I were choos ^{ing}	If we were choos ^{ing}
If THOU WERT choos ^{ing}	If ye or you were choos ^{ing}
If he were choos ^{ing}	If they were choos ^{ing}

FUTURE TIME.

If I be chosen	If we be chosen
If THOU be chosen	If ye or you be chosen
If he be chosen	If they be chosen

QUEST. 37. In what phrases is the conditional form of the verb used in the conjunctive mode ?

ANSW. The conditional form is used in all those phrases of the past or present time, which imply a meaning contrary to that which is expressed, as, *If he were chosen*, implies that he is not chosen. *If he were not chosen*, implies that he is chosen. *If I were choos^{ing}*, implies that I am not choos^{ing}, &c.

The conditional form is also used in phrases of the future time, expressive of doubt or uncertainty, as, *If the weather be fair, I shall go.*

QUEST. 38.

QUEST. 38. In what phrases is the absolute form of the verb used in the conjunctive mode?

ANSW. The absolute form is used in all phrases but such as are described in the answer to the foregoing question; and in many instances in the future time, which is always uncertain, either the absolute or conditional form may be used with propriety.

N. B. Some persons reject the conditional form entirely, and use the absolute in all cases; but this is contrary to the opinion of most authors and grammarians.

Imperative Mode.

QUEST. 39. How may the imperative mode be known?

ANSW. The imperative mode may be known by its being a command, intreaty, request, or petition, in which the person spoken to is a nominative independent, and may in most sentences be placed before or after the verb thus,

A Command,

Mind your business, Charles! *or*
Charles, mind your business!

A request, by the verb DO.

Do, Charles, mind your business, *or*
Charles, do mind your business.

A command or request, by the verb LET.

Let him go, John! *or*
John, let him go!

QUEST.

QUEST. 40. What is a nominative independent?

ANSW. A nominative independent is a nominative word not connected with any verb or participle, as in the foregoing sentences *Charles* and *John* are nominatives independent, and in addressees, as, *Sir, I received yours, &c.* *Sir* is a nominative independent.

Infinitive Mode.

QUEST. 41. How may the infinitive mode be known?

ANSW. The infinitive mode may be known by the word *to*, placed before the verb, as, *to choose*; *to be choosing*; *to have chosen*: or by a present participle, followed by another participle, present or past, as, *having chosen*, *being chosen*, &c.

N. B. The past time of a verb is never used in the infinitive mode.

QUEST. 42. How may the time of a phrase in the infinitive mode be known?

ANSW. The time is known by the verbs with which the infinitive mode is connected, as

<i>Past time.</i>	I tried to choose.
<i>Present time.</i>	I try to choose.
<i>Future time.</i>	I shall try to choose.

G

QUEST.

QUEST. 43. Has the infinitive mode an effect on any following verb ?

ANSW. Yes : a phrase in the infinitive mode is often used as the nominative case to a following verb, as, *to choose wisely requires judgement*. Here *to choose wisely* is the nominative to the verb *requires*, which is in the singular number, to agree with the single phrase in the infinitive mode.

QUEST. 44. Does the infinitive mode ever require a verb following to be in the plural number ?

ANSW. Yes : when two or more phrases are connected by a copulative conjunction, the verb agreeing with them must be in the plural number, as, *to act discreetly, and to choose wisely, require judgement*. Here the verb *require* is in the plural number, to agree with the two phrases, *to act discreetly, to choose wisely*, which serve as the nominative case to the verb *require*.

QUEST. 45. Does the infinitive mode ever serve as the objective case ?

ANSW. Yes : the infinitive mode sometimes serves as the objective case, as, *he complains of having been sick*. Here *having been sick*, is used as the objective case ; the verb *complains*, agreeing with its nominative word *he*.

Section 7. Adverbs.

QUEST. 1. What is an adverb ?

ANSW. An adverb is a word accompanying verbs, adjectives, and other adverbs, showing the extent of their significations ; as *he writes well* ; here *well* is an adverb, accompanying the verb *writes*. *He is a very good scholar* ; here *very* is an adverb, accompanying the adjective *good*. *He reads very correctly* ; here *very* is an adverb, accompanying the adverb *correctly*.

QUEST. 2. How may an adverb be known ?

ANSW. Any word which is not an adjective, that accompanies a verb, an adjective, or an adverb, showing the extent of its signification, is an adverb.

N. B. Most adjectives of the positive degree, may be changed into adverbs, by the addition of the syllable *ly* ; as from the adjective *wise*, comes the adverb *wisely*. All those may be known by their termination.

QUEST. 3. For how many purposes does the adverb vary ?

ANSW. Only one : Adverbs which admit of increase or diminution in their significations, have degrees of comparison, like the adjective ; as *soon*, *sooner*, *soonest*. *Handsomely*, *more handsomely*, *most handsomely*. Other adverbs are invariable.

QUEST. 4. How is the comparison of adverbs formed ?

ANSW.

64 Etymology, § 7. Adverbs.

ANSW. Most adverbs which have degrees of comparison, are regular, and are formed according to the rules for the comparison of regular adjectives, in etymology, § 5, questions 4, 5, 6, 7. Some few adverbs form comparison irregularly, as may be seen in the following

List of Adverbs, [1]

with notes, pointing out those which are irregular, and their degrees of comparison.

N. B. Some adverbs are at times, used as adjectives, prepositions, conjunctions, or interjections; those may be known by the letters *a* for adjective, *p* for preposition, *c* for conjunction, *i* for interjection.

abaft •	abreast	adown <i>p</i> .
abed	abroach	adrift
aboard	abroad	adry
above <i>p</i> .	accordingly	adverbially
aboveboard	across	advisedly
aboveground	actually	afar
about <i>p</i> .	adieu	afield
		aflloat

[1] Youth generally find a difficulty in ascertaining adverbs, conjunctions, and prepositions; for which reason a complete list of each is given, extracted from Johnson's and Perry's dictionaries, excepting only, some which are rarely used, and most of those numerous adverbs formed from adjectives, by the addition of the syllable *ly*, whereby they are easily known, without being here enumerated.

Instances sometimes occur which produce a doubt, respecting the class of some word in a sentence; this uncertainty is chiefly confined to the three parts of speech abovementioned, and rarely affects the rules of syntax: In those cases, it is not of material importance to which of the doubtful classes the word belongs.

a float	always	athirst
a foot	amain	athwart <i>p.</i>
afore <i>p.</i>	amen	atilt
aforehand	amid <i>p.</i>	atop
aforetime	amidst <i>p.</i>	avaft
afresh	amifs	averfely
afront	among <i>p.</i>	aware
aft	amongft <i>p.</i>	away <i>i.</i>
after <i>p.</i>	amply	awhile
afterward	anew	awry
again	anon	ay
ago	apace	back
agone	apart	backwards
agoing	apeak	barely
aground	apiece	before <i>p.</i>
ahead	aright	beforehand
alamode	around <i>p.</i>	beforetime
albeit	ashore	behind <i>p.</i>
alias	afide <i>a.</i>	belike
alike	askew	below <i>p.</i>
almost	afant	beneath <i>p.</i>
aloft	afleep	befide <i>p.</i>
along	aflope	besides <i>p.</i>
aloof	afquint	beft <i>a.</i> [2]
aloud	affuredly	betime
already	aftern	betimes
also	aftay	better <i>a.</i> [3]
although <i>c.</i>	aftide	bodily <i>a.</i>
altogether	afunder	broadwife
		brotherly

G 2

[2] *Beft* is the fuperlative degree of the adverb *well*, formed thus, *well*, *better*, *beft*.

[3] For the comparifon of *better*, fee note 2.

brotherly <i>a.</i>	eastward	fain
by <i>p.</i>	edgewise	fair <i>a.</i>
centrally	either <i>a.</i>	fairly
certainly	eke	far <i>a.</i> [4]
clean <i>a.</i>	else	farewell
cleanly <i>a.</i>	elsewhere	farther <i>a.</i> [5]
clear <i>a.</i>	encore	farthermore
clearly	endwise	farthest <i>a.</i> [6]
comely <i>a.</i>	enough <i>a.</i>	fast <i>a.</i>
compulsive <i>a.</i>	en passant	fartherly <i>a.</i>
consequently	entirely	finally
cornerwise	ere	first <i>a.</i>
counter	erelong	flatwise
courtly	erenow	forsooth
cross <i>a.</i>	especially	forth <i>p.</i>
daily <i>a.</i>	even <i>a.</i>	forthwith
desirously	evenly	forward <i>a.</i>
disorderly <i>a.</i>	ever	forwardly
doubtless <i>a.</i>	evermore	forwards
down <i>p. i.</i>	evil <i>a.</i>	friendly <i>a.</i>
downright <i>a.</i>	evilly	fro (<i>to and fro</i>)
downward	exceeding <i>a.</i>	full <i>a.</i>
downwards	exceedingly	fully
due <i>a.</i>	extempore	further [7]
early <i>a.</i>	extraordinary <i>a.</i>	furthermore
easterly	facing <i>p.</i>	godly <i>a.</i>
		gratis

[4] *Far* has the degrees of comparison thus formed, *far*, *farther* or *farther*, *farthest*.

[5] For the comparison of *farther*, see note 4.

[6] For the comparison of *farthest*, see note 4.

[7] For the comparison of *further*, see note 4.

gratis [8]	hereout	in p.
half	hereto	incog
haply	heretofore	indeed
happily	hereunto	inly a.
hard a.	hereupon	instantly
hardly	herewith	intently
headlong a.	higgledy piggledy	inward
heartily	hither	inwards
heavenly a.	hitherto	inwardly
heavenward	hitherward	item
heavy a.	home	just a.
helter skelter	homely a.	landward
hence i.	homeward	last a.
henceforward	homewards	late a. } [11]
henceforth	hourly a.	lastly
here	how [9]	lately
hereabouts	howbeit	latterly
hereafter	however	least a. } [12]
hereat	howsoever	less a.
hereby	hungerly a.	leeward
herein	hungrily	leisurely
hereinto	ill [10]	lengthwise
hereof	importunely	lie
hereon	imprimis	lieve
		light

[8] *Free gratis* is an impropriety. The word *gratis* is borrowed from the latin, and means "*without a recompence.*"

[9] *How* is often very improperly used for *that*; as, *I told him how you were sick.*

[10] *Ill* is compared thus, *ill, worse, worst*; although its superlative degree is not ranked in the dictionaries as an adverb.

[11] *Last* is the superlative degree of the adverb *late*, formed thus, *late, later, latest* or *last*.

[12] *Least* is the superlative degree of the adverb *little*, formed thus, *little, less, least*.

light <i>a.</i>	masterly <i>a.</i>	near <i>a. p.</i> [17]
lightly	maybe	nearly
like <i>a.</i>	mediately	needs
likely <i>a.</i>	meetly	neighbourly <i>a.</i>
likewise	merely	never
little <i>a.</i> [13]	midway <i>a.</i>	nevertheless
lifeless <i>or</i> }	mighty <i>a.</i>	new <i>a.</i>
lifeless }	monthly <i>a.</i>	newly
lively <i>a.</i>	monstrous <i>a.</i>	next <i>a.</i> [18]
livelyly	monstrously	niggardly <i>a.</i>
loathly <i>a.</i>	more <i>a.</i> [14]	nigh <i>a. p.</i>
long <i>a.</i>	moreover	nightly
longways <i>or</i> }	most <i>a.</i> [15]	nightly <i>a.</i>
longwise }	mostly	no <i>a.</i> [19]
lordly <i>a.</i>	motherly <i>a.</i>	northward <i>a.</i>
low <i>a.</i>	much <i>a.</i> [16]	northwards
lowly <i>a.</i>	muchwhat	not
lubberly <i>a.</i>	namely	now
mannerly <i>a.</i>	nay	nowadays
		nowhere

[13] For the comparison of *little*, see note 12.

[14] *More* is the comparative degree of the adverb *much*, formed thus, *much, more, most*.

[15] For the comparison of *most*, see note 14.

[16] For the comparison of *much*, see note 14.

[17] *Near* has the degrees of comparison thus formed, *near, nearer, nearest* or *next*.

[18] For the comparison of *next*, see note 17.

[19] The negative adverbs *no*, and *not*, are often both introduced into a sentence, when but one of them should be used: as, *I cannot do no work*. This carries the positive meaning, *I can do some work*, instead of the negative meaning designed. *No* is also improperly used for *not*, in such expressions as *Will he come or no?* With the ellipsis supplied, the sentence stands thus, *Will he come, or will he no come?*

nowhere	perchance	rather
off <i>p. i.</i>	perdue	ready <i>a.</i>
oft	perforce	readily
often	perhaps	really
ostentimes	pickapack [21]	rearward
osttimes	piecemeal	resentingly
on <i>p. i.</i>	plain <i>a.</i>	resolvedly
once	plainly	riddlingly
only	plumb	right <i>a. i.</i>
onward	plump <i>a.</i>	rightfully
othergates [20]	portly	rightly
otherwhere	preparedly	round <i>a. p.</i>
otherwhile	present <i>a.</i>	roundly
otherwise	presently	faintly
over <i>p.</i>	pressingly	fave
overboard	presto	saving <i>a.</i>
overhead	pretty <i>a.</i>	savingly
overmuch	prettily	favourily
oversoon	primely	scant <i>a.</i>
out <i>i.</i>	princely <i>a.</i>	scantly
outright	principally	scantly
outward <i>a.</i>	purposely	scarce
outwardly	quarterly	scarcely
outwards	questionless	scatteringly
part	quick <i>a.</i>	scoffingly
partly	quickly	seaward
pellmell	quite	seemingly
peradventure	quits <i>i.</i>	seemly
		feldom

[20] The adverb *othergates* is often improperly pronounced *othergues*.

[21] *Pickapack* is a word which children frequently abuse, by calling it *pigback*.

feldom	foon	thereabout
sheer <i>a.</i>	fore <i>a.</i>	thereabouts
shipboard	forely	thereafter
short	fouse	thereat
shortly	south [22]	thereby
fickly <i>a.</i>	southerly	therefore
fidelong <i>a.</i>	southward	therefrom
fideways	spiritally	therein
fidewise	squab <i>a.</i>	thereinto
since <i>p.</i>	stark <i>a.</i>	thereof
slantwise	starkly	thereon
slap	stately <i>a.</i>	thereout
slightinglly	stealingly	thereto
slightly	still <i>a.</i>	thereunder
slope <i>a.</i>	stilly	thereunto
slopingly	straight <i>a.</i>	thereupon
slopewise	straightways	therewith
slovenly <i>a.</i>	straitly	therewithal
slow <i>a.</i>	sure <i>a.</i>	thick <i>a.</i>
slowly	surely	thickly
so	swimingly	thin <i>a.</i>
soever	tauntingly	thinly
soldierly	than <i>c.</i>	thither
somehow	then	thitherto
sometime	thence	thitherward
sometimes	thenceforth	thoroughstitch
somewhat	thenceforward	thrice
somewhere	theorically	through <i>p.</i>
somewhile	there	thoroughly
		throughout

[22] Johnson's, Ash's, and Perry's dictionaries give the rank of adverbs to the words *south* and *west*, which they refuse to *east* and *north*.

throughout <i>p.</i>	verbatim	wheresoever
thus	verily	whereto
timely	very <i>a.</i>	whereunto
to <i>p.</i>	videlicet } or viz. }	whereupon
together		wherewith
too	well <i>a.</i> [23]	wherewithal
topsyturvy	wellnigh	whether
toward <i>p.</i>	west <i>a.</i>	while
towards <i>p.</i>	westerly <i>a.</i>	whilst
traverse <i>a. p.</i>	westward	whither
trebly	westwardly	whithersoever
twice	when	why
twofold <i>a.</i>	whence	whynot
unaware	whencesoever	wide <i>a.</i>
unawares	whenever	widely
uncomely <i>a.</i>	whensoever	windward
under <i>p.</i>	where	withal
underhand <i>a.</i>	whereabout	within <i>p.</i>
underneath <i>p.</i>	whereas	without <i>p. c.</i>
unlikely <i>a.</i>	whereat	wittingly
unneighbourly <i>a.</i>	whereby	womanly
unseemly <i>a.</i>	wherever	worse <i>a.</i> [24]
until <i>p.</i>	wherefore	workmanly <i>a.</i>
untimely <i>a.</i>	wherein	wrong <i>a.</i>
up <i>p. i.</i>	whereinto	wrongfully
upward <i>a.</i>	whereof	wrongly
upwards	whereon	yea
		yearly

[23] For the comparison of *well*, see note 2.

[24] For the comparison of *worse*, see note 10. In the use of comparative adjectives and adverbs, it is not uncommon, but very improper, to double the comparative or superlative degree, thus, *worser*, *more better*, *most vilest*, &c.

yearly <i>a.</i>	yesternight	yond <i>a.</i>
yes	yet <i>c.</i>	yonder <i>a.</i>
yesterday	yon <i>a.</i>	yore

QUEST. 5. Are adjectives ever used for adverbs ?

ANSW. The use of adjectives for adverbs is a common error : thus ; *extreme good*, instead of *extremely good*. Pronounce *distinct*, instead of *pronounce distinctly*. Yet in some instances adjectives are used for adverbs with propriety.

QUEST. 6. In what instances are adjectives used for adverbs with propriety ?

ANSW. Adjectives ending in *ly*, and adjectives of one syllable, frequently accompany verbs neuter, instead of adverbs ; as, *he looks melancholly*, ; *the sun shines bright* ; *stand firm* ; *read loud*. Here *melancholly*, *bright*, *firm*, and *loud*, are adjectives used for adverbs, accompanying the neuter verbs *looks*, *shines*, *stand*, and *read*. Observe also, that two adverbs together, of similar endings, are unpleasing to the ear, in which case an adjective may supply the place of one of them, as the adjective *agreeable*, in the following direction, is preferable to the adverb *agreeably*. [25]

DIRECTION. Never use an adjective for an adverb, when the adverb would sound equally agreeable.

Section

[25] The observations contained in the answer to question 6, are founded on the practice of respectable writers and speakers, and although they are not given in any other grammar, yet, being sanctioned by custom, they form a necessary rule.

Section 8. Prepositions.

QUEST. 1. What is a preposition?

ANSW. A preposition is, a word used before substantives, and pronouns, showing their connexion with the foregoing part of the sentence; as, *I went to the house, and inquired for him.* Here *to* and *for* are prepositions, set before the substantive *house*, and the pronoun *him*.

QUEST. 2. How may a preposition be known?

ANSW. A preposition may be known by its making sense before the objective case of the pronoun, but not before the nominative case; as, *for him, to me, by them*, are proper expressions, but *for he, to I, by they*, are improper; hereby *for, to, and by*, prove to be prepositions. Here follows

A List of Prepositions,

extracted from Johnson's and Perry's dictionaries. [1]

N. B. Those prepositions which are at times used as other parts of speech, are marked thus, *a.* for adjective, *ad.* for adverb, *c.* for conjunction, *i.* for interjection.

above

[1] The word dictionary is often improperly pronounced *disunnary*, instead of *disbunnary*. The primitive word *dictio*, from which the word *dictionary* is derived, is invariably pronounced *disbun*; and in the derivative, the sound of the primitive should be preserved.

74 Etymology, § 8. Prepositions.

above <i>ad.</i>	beyond	8 round <i>a. ad.</i>
about <i>ad.</i>	by <i>ad.</i>	since <i>ad.</i>
adown <i>ad.</i>	con (<i>pro and con</i>)	thorough <i>a.</i>
afore <i>ad.</i>	concerning	through <i>ad.</i>
after <i>ad.</i>	down <i>ad. i.</i>	throughout <i>ad.</i>
against	during	till <i>c.</i>
amid <i>ad.</i>	except	to [2] <i>ad.</i>
amidst <i>ad.</i>	excepting	touching <i>a.</i>
among <i>ad.</i>	facing <i>ad.</i>	toward <i>ad.</i>
amongst <i>ad.</i>	for <i>c.</i>	towards <i>ad.</i>
around <i>ad.</i>	forth <i>ad.</i>	traverse <i>a. ad.</i>
at	from	under <i>ad.</i>
athwart <i>ad.</i>	in <i>ad.</i>	underneath <i>ad.</i>
bating	instead	until <i>ad.</i>
before <i>ad.</i>	into	unto
behind <i>ad.</i>	near <i>a. ad.</i>	up <i>ad. i.</i>
below <i>ad.</i>	nigh <i>a. ad.</i>	upon
beneath <i>ad.</i>	of	with
beside <i>ad.</i>	off <i>ad. i.</i>	within <i>ad.</i>
besides <i>ad.</i>	on <i>ad. i.</i>	without <i>ad. c.</i>
between	over <i>ad.</i>	
betwixt	pro	

DIRECTION. Never close a sentence, or member of a sentence, with a preposition, when it may be conveniently avoided.

Section

[2] To is sometimes used for *at*, very improperly, thus, *to home*, instead of *at home*.

Section 9. Conjunctions.

QUEST. 1. What is a conjunction?

ANSW. A conjunction is a word which unites sentences, or the members of a sentence; as, *George and John write well, but neither of them reads or spells so well as Charles.* Here *and, but, neither, or, as,* are conjunctions, uniting the sentences, and the members of them.

QUEST. 2. How may a conjunction be known?

ANSW. A conjunction may be known by the above definition, and by observing that it does not accompany verbs, &c. like an adverb, or require the objective case after it, like a preposition.

QUEST. 3. What distinctions are necessary to be understood in conjunctions?

ANSW. It is necessary to understand the distinctions of copulative, disjunctive, conditional, and connective conjunctions. [3]

QUEST. 4. What is a copulative conjunction?

ANSW. A copulative conjunction unites the members of a sentence, and presents them collectively, requiring the verb which agrees with them to be in the plural number, whether the

[3] These distinctions will be found necessary for understanding, or applying, the rules of syntax. Some conjunctions, which do not so immediately concern those rules, are enumerated in the list of conjunctions, without any particular appellation.

76 Etymology, § 9. Conjunctions.

the nominative words be singular or plural ; as, *a book and slate are necessary*. Here the plural verb *are* agrees with the two nominative words *book, slate*, coupled by the conjunction *and*. [4]

QUEST. 5. What is a disjunctive conjunction ?

ANSW. A disjunctive conjunction unites the members of a sentence, but presents them individually, requiring the verb which agrees with them to be in the singular number, if the nominative words be singular ; as, *a book or slate is necessary*. Here the singular verb *is* agrees with either of the singular nominative words *book, slate*, considered individually. [5]

QUEST. 6. What is a conditional conjunction ?

ANSW. A conditional conjunction implies a condition or doubt, and admits the conjunctive mode of the verb ; as, *if he were not negligent, he might learn*. Here *if* is a conditional conjunction. See etymology, § 6, questions 34 to 38. [6]

QUEST.

[4] To assist without perplexing the pupil, the most common conjunctions, of the four kinds described, are separately enumerated in the notes.

The principal conjunctive conjunctions are *also, and, both*.

[5] The principal disjunctive conjunctions are *as, but, either, neither, nor, or, than*.

[6] The principal conditional conjunctions are *if, lest, though, unless, except, provided*.

QUEST. 7. What is a connective conjunction?

ANSW. A connective conjunction is used in connexion with another conjunction corresponding to it, either expressed or understood; as, *notwithstanding he is diligent, yet he is not rich.* Here *notwithstanding* and *yet* are correspondent to each other. [7] Here follows

A List of Conjunctions,

including in roman print all which are enumerated in Johnson's and Perry's dictionaries, beside many from other authorities, which are distinguished by italic.

N. B. Those conjunctions which are at times used as other parts of speech, are marked thus, *pro.* for pronoun, *v.* for verb, *a.* for adjective, *ad.* for adverb, *p.* for preposition.

H 2 *albeit*

[7] The principal connective conjunctions are coupled as follow, viz. *Although with nevertheless*; as, Although I took care, I was nevertheless disappointed.

Although with yet; as, Although I was disappointed, yet I do not despair.

As with as; He is as old as she.

As with so; As his age, so is his knowledge.

Both with and; Both good and evil.

Either with or; Either good or evil.

Neither with nor; Neither good nor evil.

Not with nor; Not good nor evil.

Notwithstanding with yet; (see question 7.)

So with as; He is not so old as she.

So with that; He is so sick that he cannot attend.

Though with nevertheless; Though he is sick, he is nevertheless contented.

Whether with or; Tell me whether you will go or not.

78 Etymology, § 9. Conjunctions.

<i>albeit ad.</i>	<i>if</i>	<i>since</i>
<i>also ad.</i>	<i>inasmuch</i>	<i>so ad.</i>
<i>although ad.</i>	<i>indeed</i>	<i>than [11] ad.</i>
<i>and [8]</i>	<i>inasmuch</i>	<i>that [12]</i>
<i>as [9]</i>	<i>left [10]</i>	<i>thence ad.</i>
<i>at least</i>	<i>likewise ad.</i>	<i>thereafter ad.</i>
<i>because</i>	<i>moreover ad.</i>	<i>therefore ad.</i>
<i>being</i>	<i>namely ad.</i>	<i>thereupon ad.</i>
<i>both a.</i>	<i>neither a.</i>	<i>though</i>
<i>but</i>	<i>nevertheless ad.</i>	<i>till p.</i>
<i>either pro.</i>	<i>nor</i>	<i>to wit</i>
<i>else ad.</i>	<i>not ad.</i>	<i>truly ad.</i>
<i>even a. ad.</i>	<i>notwithstanding</i>	<i>unless</i>
<i>except p.</i>	<i>now ad.</i>	<i>until ad. p.</i>
<i>finally ad.</i>	<i>or</i>	<i>whereas ad.</i>
<i>for p.</i>	<i>otherwise ad.</i>	<i>wherefore ad.</i>
<i>forasmuch</i>	<i>perhaps ad.</i>	<i>whereupon ad.</i>
<i>hence</i>	<i>provided v.</i>	<i>whether ad.</i>
<i>however ad.</i>	<i>save ad.</i>	<i>without ad. p.</i>
<i>howsoever ad.</i>	<i>seeing</i>	<i>yet ad.</i>

Section

[8] No word is more abused in reading and speaking than the conjunction *and*. In the rapidity of pronunciation it is much oftener sounded like *an*, or *un*, or *in*, or *a*, or *bn*, or *n*, than as it should be, *AND*.

[9] *As* is sometimes improperly used for *that*, with the comparative or superlative degree of the adjective, especially by foreigners, thus, *It is the best as I have ever seen*. General custom has established the use of *as* with the positive degree; *than* with the comparative degree; and *that* with the superlative degree of the adjective; as in the following sentences.

It is *as* good *as* I have ever seen.

It is better *than* I have ever seen.

It is the best *that* I have ever seen.

[10] The conjunction *left* is often improperly pronounced like the adjective *least*.

[11] See note 9. [12] See note 9.

Section 10. Interjections.

QUEST. I. What is an interjection ?

ANSW. An interjection is a word of exclamation, expressing some sudden command, passion, or emotion ; having no connexion with sentences, or the rules of syntax. They may be known by the following

List of Interjections,

extracted from Johnson's and Perry's dictionaries. Those which are at times used as other parts of speech, are marked thus, *a.* for adjective ; *ad.* for adverb ; *p.* for preposition.

ah !	goodnow !	hold !
aha !	goro !	holla !
alack !	ha !	hum !
alackaday !	hail !	hush !
alafs !	hah !	huzza !
avaunt !	halloo !	la !
away ! <i>ad.</i>	halves !	lo !
begone !	hark !	look !
behold !	havock !	mum !
bo !	heighho !	off ! <i>ad. p.</i>
done !	hence ! <i>ad.</i>	oh !
down ! <i>ad. p.</i>	hey !	on ! <i>ad. p.</i>
eigh !	heyday !	out ! <i>ad.</i>
fie !	hip !	peace !
foh !	hif !	pish !
fugh !	ho !	pshaw !
fy !	hoa !	pugh !
		quits !

quits ! <i>ad.</i>	soho !	welcome ! <i>a.</i>
right ! <i>a. ad.</i>	strange ! <i>a.</i>	welladay !
see !	throw !	welldone !
silence !	tush !	wellmet !
slapdash !	tut !	whift !
soft ! <i>a.</i>	up ! <i>ad. p.</i>	witness !

Section 11. Cases.

QUEST. 1. How is the nominative case of the substantive distinguished by its position ? [1]

ANSW. The nominative case is that substantive which is usually placed before the verb in a sentence, and requires the verb to agree with it, in number and person ; as, *John studies, while his brothers play* ; here *John* is the nominative word to the verb *studies*, which is in the singular number, and third person, to agree with the number and person of its nominative word *John*. *Brothers* is the nominative word to the verb *play*, which is in the plural number, and third person, to agree with the number and person of its nominative word *brothers*.

QUEST. 2. How is the objective case of the substantive distinguished by its position ? [2]

ANSW. The objective case is that substantive which is usually placed after a verb active, or after a preposition ; as, *I shall send James to my*

[1] See etymology, § 2, question 14, and note 16.

[2] See etymology, § 2, question 14, and note 16.

my brother. Here *James* is in the objective case, after the verb active *send* ; and *brother* is in the objective case after the preposition *to*.

QUEST. 3. Can any direction be given for distinguishing, more particularly, substantives in the nominative case, from those in the objective case ?

ANSW. Yes : when the case of a substantive is doubtful, take the substantive out of the sentence, and place a pronoun in its stead ; if the construction require a pronoun in the nominative case, the substantive is in the nominative case ; if the construction require a pronoun in the objective case, the substantive is in the objective case. [3]

QUEST. 4. Are not nominative words sometimes placed after the verb, and objective words before the verb ?

ANSW. Yes ; frequently, especially in poetry ; but as this is not the natural order of a sentence, it will be described under the head of TRANSPOSITION, in etymology, § 13.

QUEST. 5. How is the absolute case of the substantive distinguished by its position ? [4]

ANSW. A substantive followed by a participle, without a verb to agree with it, is the case

[3] The pupil may here be referred back, to the examples given in the answers to questions 1 and 2, and be taught to exchange the substantives for pronouns, which will more fully explain the answer to question 3.

[4] See etymology, § 2, question 14, and note 16.

case absolute, as, *John's book being lost, he could not study his lesson.* Here *book* is in the absolute case, not having any verb to agree with it.

QUEST. 6. How is the absolute case of the pronoun distinguished by its position? [5]

ANSW. A pronoun followed by a participle, without a verb to agree with it, is the case absolute; and is similar to the case absolute of the substantive; as, *He having gone out, I could not see him.*

QUEST. 7. Why are substantives which are formed alike, said to be in different cases by position?

ANSW. The cases by position are necessary distinctions for understanding or applying the rules of syntax, as may be seen in etymology, § 2, note 15, and by the note here annexed. [6]

Section

[5] See etymology, § 3, question 14, and note 1.

[6] Bishop Lowth, in his "Introduction to English Grammar," gives the following admirable description of cases. "In english the
"nominative case, denoting the agent, usually goes before the verb, or
"attribution; and the objective case, denoting the object, follows the
"verb active; and IT IS THE ORDER THAT DETERMINES THE
"CASE IN NOUNS: as, *Alexander conquered the Persians.* But the
"pronoun, having a proper form for each of those cases, sometimes,
"when it is in the objective case, is placed before the verb; and, when
"it is the nominative case, follows the object and verb: as, *Whom ye*
"ignorantly worship, *him declare I* unto you. And the nominative
"case is sometimes placed after a verb neuter: as, *Upon thy right hand*
"did stand the queen: *On a sudden appeared the king.* And always
"when the verb is accompanied with the adverb *there*: as, *there was*
"a man."

The author is thus particular respecting the cases of the substantive, because

Section 12. Ellipsis.

QUEST. 1. What is ellipsis?

ANSW. Ellipsis is the elegant suppression or leaving out of one or more words, to avoid disagreeable repetitions, and to render the sentence harmonious and concise; as, *Will you ride or walk?* The ellipsis being supplied, the sentence stands thus, *Will you ride, or will you walk?*

QUEST. 2. Is the use of ellipsis confined to any particular parts of speech?

ANSW. No: most words which will be readily understood without being expressed, may be omitted, but no omission should be allowed, which may obscure the sense.

QUEST. 3. Is the knowledge of ellipsis necessary in grammar?

ANSW. Yes: because elliptical sentences cannot be tried by the rules of grammar, without supplying the ellipsis.

The

because they are a subject of dispute, and errors in grammar are often committed for want of attention to them, which cannot be corrected without them. The following phrase, which is extracted from a law-book, is an instance; viz. "*Such sum and sums of money as hath, or shall be ordered.*" This clause was given for correcting, to a class, who knew no case of the substantive, except the nominative and possessive cases, and although, in all other respects, they were expert in parsing by rule every word in the phrase, yet it was out of their power to correct it; each one giving the substantive *money*, as the nominative word to the verb *hath*, instead of the real nominative *sum* and *sums*. Upon being instructed in the knowledge of the objective case of the substantive, they immediately became capable of correcting this, and all similar expressions.

The suppression of words by ellipsis is shown in the following extracts from the *preface to Lowth's grammar*, wherein elliptical sentences are given in large print, and the ellipsis is supplied between the lines in small print, and distinguished by italic.

Examples of Ellipsis.

“ The principal design of a grammar of any
The principal design of a grammar of any language is to teach
 “ language is to teach us to express ourselves
us to express ourselves with propriety in that language ; and the principal
 “ with propriety in that language ; and to en-
design of a grammar of any language is to enable us to judge
 “ able us to judge of every phrase and form of
of every phrase and to enable us to judge of every form of con-
 “ construction, whether it be right or not.
struction, whether it be right or whether it be not right.

“ Beside this principal design of grammar
Beside this principal design of grammar
 “ in our own language, there is a secondary use
in our own language, there is a secondary use
 “ to which it may be applied, and which, I
to which use it may be applied, and which use, I
 “ think, is not attended to as it deserves ; the
think, is not attended to as it deserves ; this use is the facilitating
 “ facilitating of the acquisition of other lan-
of the acquisition of other languages, beside our own language ;
 “ guages, whether ancient or modern. A good
whether other languages are ancient languages or modern languages. A
 “ foundation in the general principles of gram-
good foundation in the general principles of grammar
 “ mar is in the first place necessary for all those,
is in the first place necessary for all those persons, who are
 “ who are initiated in a learned education ; and
initiated in a learned education ; and a good foundation in the
 “ for

- “ for all others likewise, who shall have oc-
general principles of grammar is necessary for all others likewise, who
 “ cation to furnish themselves with the know-
shall have occasion to furnish themselves with the know-
 “ ledge of modern languages. Universal gram-
ledge of modern languages. Universal grammar
 “ mar cannot be taught abstractedly ; it must
cannot be taught abstractedly ; it must be done
 “ be done with reference to some language
with reference to some language which language is
 “ already known ; in which the terms are to
already known ; in which language the terms are to
 “ be explained and the rules exemplified. The
be explained and the rules are to be exemplified. The
 “ learner is supposed to be unacquainted with
learner is supposed to be unacquainted with all
 “ all, but his native tongue ; and in what other,
tongues, but his native tongue ; and in what other tongue,
 “ consistently with reason and common sense,
but his native tongue, consistently with reason and
 “ can you go about to explain it to him ? When
consistently with common sense, can you go about to
 “ he has a competent knowledge of the main
explain it to him ? When he has a competent knowledge
 “ principles of grammar in general, exemplified
of the main principles of grammar in general, which principles
 “ in his own language ; he then will apply
are exemplified in his own language ; he then will
 “ himself with great advantage to the study of
apply himself with great advantage to the study of
 “ any other. To enter at once upon the sci-
any other language. To enter at once upon the
 “ ence of grammar, and the study of a foreign
science of grammar, and to enter at once upon the study
 “ language, is to encounter two difficulties to-
of a foreign language, is to encounter two difficulties
 “ gether, each of which would be much lessen-
together, each difficulty of which difficulties would be

- “ ed by being taken separately and in its proper
much lessened by *each difficulty's* being taken separately
- “ order. For these plain reasons, a competent
and in its proper order. For these plain reasons, a
- “ grammatical knowledge of our own language
competent grammatical knowledge of our own lan-
- “ is the true foundation, upon which all litera-
ture is the true foundation, upon which *foundation*
- “ ture, properly so called, ought to be raised.
all literature, properly so called, ought to be raised.
- “ If this method were adopted in our schools ;
If this method were adopted in our schools ;
- “ if children were first taught the common
if children were first taught the common
- “ principles of grammar, by some short and
principles of grammar, by some short *system* and *some*
- “ clear system of english grammar, which hap-
clear system of english grammar, which *english grammar*
- “ pily by its simplicity and facility is perhaps
happily by its simplicity and *by its* facility is perhaps
- “ fitter than that of any other language for
fitter than that of any other language for
- “ such a purpose ; they would have some notion
such a purpose ; they would have some notion
- “ of what they were going about, when they
of what they were going about, when they
- “ should enter into the latin grammar ; and
should enter into the *study of* the latin grammar ; and
- “ would hardly be engaged so many years as
they would hardly be engaged so many years as
- “ they now are, in that most irksome and dif-
they now are *engaged*, in that most irksome and *in*
- “ ficult part of literature, with so much labour
that most difficult part of literature, with so much
- “ of the memory, and with so little assistance
labour of the memory, and with so little assistance
- “ of the understanding.”
of the understanding.

Section

Section 13. Transposition.

QUEST. 1. What is transposition?

ANSW. Transposition is the placing some word or words in a sentence out of their natural order, to render a sentence in prose or poetry more harmonious to the ear, thus ;

——“ Whatever contradicts my sense

I hate to see, and never can believe.” SPEC. No 22.

To place these lines in their natural order, that which is the first would be the second, and that which is the second would be the first, as,

I hate to see and never can believe.

Whatever contradicts my sense.

QUEST. 2. Is the knowledge of transposition necessary in grammar?

ANSW. Yes: because few sentences which are transposed, can be tried by the rules of grammar, without being reduced to their natural order.

QUEST. 3. May all sentences be transposed?

ANSW. No: many sentences will not admit of transposition; and it should always be avoided, except in those cases where the harmony of the sentence, or the metre requires it, and the sense will not be injured thereby, as it is in the following instance; “The tim’rous breed the robber knew.” [1] Here the sense is obscured, as the sentence will apply equally well

[1] This quotation is from “Fables for the ladies, by EDWARD MOORE.” It is introduced merely as an explanatory example, without a design of criticising a valuable work, which is worthy of its title, and possesses a thousand charms to one defect.

88 Syntax, § 1. Agreement.

well to either of the two meanings, that the breed knew the robber, or the robber knew the breed. In its natural order, *the tim'rous breed knew the robber*, the sense cannot be mistaken, but this order would destroy the poetry.

QUEST. 4. How do nominative and objective words change places by transposition, as mentioned in etymology, § 6, note 27?

ANSW. By transposition the objective word is often placed before the verb, and the nominative word after the verb, as in the instances before given, and in the following. "O'er his *shivering thought comes winter unprovided.*" "Forth in the *pleasing Spring thy beauty walks,* "thy *tenderness and love.*" "Wide *flush the fields.*" "His *praise, ye brooks, attune, ye trembling rills.*" (See etymology, § 11, note 6.)

Syntax, Section 1.

QUEST. 1. How may the just arrangement of words in sentences be known? [1]

ANSW. To know the just arrangement of words in sentences, a knowledge of etymology must be succeeded by a knowledge of the three following principles, viz.

First, the agreement and government of words.

Second, the rules of syntax.

Third, the just method of parsing, and applying the rules.

QUEST.

[1] See general observations, page 6, question 4.

QUEST. 2. What is meant by the agreement of words ?

ANSW. Words are sometimes required to be of the same person, or number, or gender, or case, or style that other words are, with which they are connected ; thus, *my brother is absent, he cannot attend*. Here the substantive *brother* is of the third person, (according to etymology, § 2, note 4,) and the pronoun *he* is of the same person, (according to the table of pronouns, pages 22 to 24,) thereby agreeing with the substantive in person. The substantive is of the singular number ; so is the pronoun, and thereby it agrees with the substantive in number. The substantive is of the masculine gender ; so is the pronoun, and thereby it agrees with the substantive in gender. This is called the agreement of the pronoun with its substantive.

QUEST. 3. What parts of speech have agreement ?

ANSW. The parts of speech which have agreement, are substantives, pronouns, adjectives, and verbs.

QUEST. 4. With what words are substantives required to agree ?

ANSW. Substantives are required to agree with each other in the following instances, viz.

1. When two or more substantives are connected by a verb neuter, they must agree

with each other in case ; as, *Milton was a poet. Nero was a tyrant. Man is an animal, Men are animals. Thou art he.* In each of these phrases the substantive or pronoun which is before the verb, is nominative to the verb ; and that which follows the verb is in the same case.

2. Two or more substantives connected by a conjunction, must agree with each other in case ; as, at *Moore's and Bell's store.* Here the substantives are both in the possessive case, agreeing with each other, whereby the ellipsis may be supplied, thus, at *Moore's store, and at Bell's store,* and the sentence may be parsed by rule, which could not be done if the substantives were in different cases.

QUEST. 5. With what words are pronouns required to agree ?

ANSW. Pronouns are required to agree in person, number, and gender, with the substantives which they represent, as described in the answer to question 2.

QUEST. 6. With what words are adjectives required to agree ?

ANSW. Adjectives which have number, are required to agree in number with the substantive with which they are connected ; as, *this book, that book, each book, every book ; these books, those books, several books, both books, &c.* Here singular adjectives agree with singular substantives, and plural adjectives with plural substantives.

QUEST.

QUEST. 7. With what words are verbs required to agree?

ANSW. Verbs are required to agree with their nominatives in number, person, and style, as, "*Thou visitest the earth, and waterest it : Thou crownest the year with thy goodness.*" Here the verbs are all in the singular number, second person, and solemn style, to agree with the number, person, and style, of the nominative word *thou*. If the nominative word be changed into the familiar style *you*, all the verbs must be changed to agree with it.

QUEST. 8. Is the knowledge of agreement necessary in grammar?

ANSW. Yes : because the just construction of sentences cannot be known without a knowledge of agreement.

Section 2. Government.

QUEST. 1. What is meant by the government of words?

ANSW. Some words require the substantive or pronoun, with which they are connected, to be in the objective case, as described in etymology, § 11, answer to question 2. This is called the government of words.

QUEST. 2. What parts of speech have government?

ANSW.

92 Syntax, § 3. Change of Names.

ANSW. The parts of speech which have government, are verbs active, and prepositions. For an example, see the answer above referred to, in § 11, where the active verb *send* governs the substantive *James*, and the preposition *to* governs the substantive *brother*.

QUEST. 3. Is the knowledge of government necessary in grammar?

ANSW. Yes : because in complex sentences, the nominative is frequently distant from its verb, with many objective words between them, as in the passage extracted from Blair's lectures, etymology, § 2, note 15, where there are seven substantives between a nominative and its verb ; yet this distant nominative is easily ascertained, by attending to the government of words. [1]

Section 3. Change of Names, &c.

QUEST. 1. Do not words of most kinds change their names, the same word being in one sentence, a substantive, which in another sentence is a verb, &c ?

ANSW.

[1] The pupil may here be referred back to the note mentioned, and be shown that the substantives *language* and *accommodation* are governed by the preposition *of*, and *styles* and *manners* by *to* ; that the substantive *occasion* is nominative to the verb *requires*, immediately following ; that *author's* is in the possessive case ; and that *genius* is nominative to the following verb *prompts*. The words *flexibility* and *power*, are thus distinguished from the numerous substantives with which the passage abounds, as coming individually, by means of the conjunction *or*, before the verb *is*, as its nominative.

ANSW. Yes : some words of all classes, except the pronoun and article, are subject to this change, as, *a lock for the door* ; in this sentence *lock* is a substantive. *To lock the door* ; in this sentence *lock* is a verb. *A sinking ship* ; here *sinking* is an adjective. *The ship is sinking* ; here *sinking* is the present participle of the verb *sink*.

QUEST. 2. How may the class of a doubtful word be ascertained ?

ANSW. By the following

General Rules,

for ascertaining the class, or part of speech, to which any word belongs.

RULE 1. Refer to questions 1 and 2, of the different sections in etymology, which describe the parts of speech.

RULE 2. Try for what purposes the doubtful word varies ; if it varies for number, case, and gender, it is a substantive or pronoun ; if it varies for comparison, it is an adjective, or adverb ; if it varies for time, it is a verb.

RULE 3. If it is invariable, seek for it in the lists of the invariable parts of speech.

RULE 4. Take the doubtful word out of the sentence, and observe what other words are affected by the loss ; then supply the deficiency so as to make sense, with some of the known parts of speech, until the class of the doubtful word is ascertained. (See etym. § 7, note 1.)

QUEST.

94 Syntax, § 3. Change of Names.

QUEST. 3. What are the parts of speech in the following passages?

See Spectator, Vol. 4. N^o 307.

- “ There are indeed but very few to whom
ad. v. ad. c. ad. a. p. pro.
- “ nature has been so unkind that they are not
s. v. v. ad. a. c. pro. v. ad.
- “ capable of shining in some science or other.
a. p. v. p. a. s. c. a.
- “ There is a certain bias towards knowledge
ad. v. ar. a. s. p. s.
- “ in every mind, which may be strengthened
p. a. s. a. v. v. v.
- “ and improved by a proper application.
c. v. p. ar. a. s.
- “ The story of Clavius is very well known :
ar. s. p. s. v. ad. a. v.
- “ He was entered into a college of Jesuits, and
pro. v. v. p. ar. s. p. s. c.
- “ after having been tried at several parts of
ad. v. v. v. p. a. s. p.
- “ learning, was upon the point of being dis-
s. v. p. ar. s. p. v.
- “ missed as a hopeless blockhead, till one of
v. c. ar. a. s. c. a. p.
- “ the fathers took it into his head to make an
ar. s. v. pro. p. pro. s. p. v. ar.
- “ essay of his parts in geometry, which it seems
s. p. pro. s. p. s. a. pro. v.
- “ hit his genius so luckily, that he afterward
v. pro. s. ad. ad. c. pro. ad.
- “ became

“ became one of the greatest mathematicians of
v. a. p. ar. a. s. p.
 “ the age. It is commonly thought that the
ar. s. pro. v. ad. v. c. ar.
 “ sagacity of these fathers in discovering the
s. p. a. s. p. v. ar.
 “ talent of a young student, has not a little
s. p. ar. a. s. v. ad. ar. ad.
 “ contributed to the figure which their order
v. p. ar. s. a. pro. s.
 “ has made in the world.”
v. v. p. ar. s.

If a similar method to that abovementioned
c. ar. a. s. p. a. a.
 could be pursued in our modes of education,
v. v. v. p. pro. s. p. s.
 how many latent sparks of genius would be
ad. a. a. s. p. s. v. v.
 brought to light, which without such assistance
v. p. s. a. p. a. s.
 might ever lie buried in obscurity. This
v. ad. v. v. p. s. a.
 deficiency might in a considerable measure be
s. v. p. ar. a. s. v.
 supplied by the endeavours of youth, to discover
v. p. ar. s. p. s. p. v.
 their own talents, and improve them to advan-
pro. a. s. c. v. pro. p. s.
 tage : But alas ! how few are disposed to take
c. i. ad. a. v. v. p. v.
 the necessary pains for obtaining this knowledge,
ar. a. s. p. v. a. s.
 and for becoming eminent in some useful station.
c. p. v. a. p. a. a. s.

Section

Section 4. Rules and Examples.

QUEST. 1. What are rules of syntax?

ANSW. They are rules for pointing out the proper uses of the different parts of speech, and their variations, whereby errors in language may be avoided or corrected.

QUEST. 2. What rules are necessary to be observed in using the substantive?

ANSW. The six following are

RULES FOR THE SUBSTANTIVE.

RULE 1. The numbers of a substantive must be formed according to their descriptions in etymology, and the note here annexed. [1]
(See etymology, § 2, question 7.)

RULE 2. Singular substantives of multitude, as *assembly*, *army*, &c. rank as of either the singular or plural number, and have verbs of either number to agree with them.

RULE 3. The genders of a substantive must be formed according to their descriptions in etymology. (See etymology, § 2, question 10.)

RULE 4. The possessive case of the substantive must be formed according to its description in etymology. (See etymology, § 2, question 12.)

RULE

[1] Substantives ending in *y*, after a consonant, form the plural number by changing *y* into *ies*, as *company*, *companies*; *lady*, *ladies*.

SUBSTANTIVES.

RULE 5. Substantives which are nominatives to verbs, must be in the nominative case; and substantives which are governed by prepositions or verbs active, must be in the objective case.

See etymology, § 6, questions 25, 26, and etymology, § 2, note 14.

RULE 6. Substantives connected by a verb neuter, or conjunction, must agree with each other in case. (See syntax, § 1, question 4.)

Examples of Errours in the use of the Substantive.

The words in italicick are to be corrected by the rules.

BY RULE 1. The *armys* encamped on two *hill's*. The *companys* are exercising. The *valleys* look green. The *cherrys* are ripe. Those are the *critterions*. They are playing with *pen-mies*. They are my *brethering*. Two *automatons* were exhibited. *Phenomenons* are *appearancys* in nature. *Seraphs* are angels. Do evil *geniuses* attend the wicked? The *leafs* are torn. The *radiuses* of an *ellipses* are not equal. The *beaus* and the *ladys*.

BY RULE 3. She is the *adminiftrator*. His mother is his *tutor* and *protector*. She is *beir* to a fortune. She is a *jew*. She is one of the *actors*. She was a *benefactor* to Miss Jones the *poet*. He is a *goose*.

BY RULE 4. These are the *boy's* hats. This is a *boys'* hat. These are the *misse's* hats.

PRONOUNS.

This is a *misses'* hat. This is *Richards'* book. *Subscriber's* names. The *childrens'* ball. An *officers'* sword. The *officer's* swords. *Carpenter's* rules. By my *wive's* desire.

BY RULE 5. Mr. *Trent's* compliments to Mr. Stevens, and requests the favour, &c. Miss *Avery's* best wishes attend Miss Brooks, and asks the favour of her company, &c. I saw him at the house of Mr. *King's*. At the store of Mr. *Brown's*.

BY RULE 6. At *Mead* and Dean's wharf. At *Brent* and Bridge's office. He is *Anna* and *Mary's* brother. My uncle was my *brother* and my friend. The inhabitants have become *soldier's*.

QUEST. 3. What rules are necessary to be observed in using the pronoun ?

ANSW. The five following are

RULES FOR THE PRONOUN.

RULE I. A pronoun must agree in person, number, and gender, with the substantive which it represents. [2] (See syntax, § 1, question 2.)

RULE 2.

[2] In most instances the substantive is expressed in a sentence before the pronoun is used which represents it ; as, *the knife is dull, it will not make a pen*. Here the substantive *knife* being expressed before the pronoun *it*, is called the antecedent ; but in some instances the substantive is understood, but not expressed, as *Who wrote that ?* In this ques-

tion

PRONOUNS.

RULE 2. Pronouns of the second person plural, must not be used in connexion with pronouns of the second person singular.

See etymology, § 3, question 7, and the table of pronouns.

RULE 3. Pronouns must clearly point out their antecedents.

RULE 4. Pronouns, which are nominatives to verbs, must be in the nominative case ; and pronouns which are governed by prepositions or verbs active, must be in the objective case.

See the table of pronouns, etymology, § 3.

RULE 5. The nominative case of a pronoun must not be used after the verb *let*, or after the infinitive mode *to be* ; nor the objective case after the verbs *am*, *can*, *may*, *shall*, *will*, *ought*, *must*, or their variations.

See etymology, § 6, note 2.

Examples of Errours in the use of the Pronoun.

The words in italick are to be corrected by the rules.

BY RULE I. When riches are spent in encouraging the useful arts, *it* will promote the happiness of *its* owner ; but when squandered in folly, *it* will bring *them* to shame. My niece was here, *he* commands the respect of all
his

tion the substantive *person* is understood, as, *What person wrote that ?*

N. B. *Who* and *whom* are used to represent only persons or intelligent beings ; the possessive *whose* is used in agreement with all substantives ; and the masculine and feminine genders of the pronoun, as *he*, *she*, *him*, *her*, &c. are used in agreement with animals of all kinds whose sex is known.

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PRONOUNS.

his acquaintances, and my nephew paid *her* whole attention to *him*. The Alps are very high mountains, but *its* exact height is not known.

BY RULE 2. Consider what thou art about to do before *you begin your* work ; lest thou labour in vain, and the fruit of *your* endeavours turn to no end. Weigh thy strength and thy design, lest *you* faint under *your* burden, and fall short of the recompense of *your* toil. Commend not thyself with thy lips ; but let *your* actions speak in *your* behalf.

BY RULE 3. Vain persons are unwilling to acknowledge the merit which others possess, from the false idea that praising *their* virtues will reduce *theirs* ; *they* therefore calumniate *them*, supposing that *they* rise in the opinion of those who hear *them*, while in reality *they* sink, and *they* may reasonably expect that *they* will afterwards make remarks much to *their* dishonour.

BY RULE 4. I hope *thee* art well. Wilt *thee* go? *Me* will go. *Thee* must stay. *Them* will do. Nobody but *him* knows. Any body knows better than *her*. I bought it for *they*. Give it to *she*. Send *they* home. I know *thou*, but I do not know *he*.

BY RULE 5. Will you let *she* and *I* have our books? Let *they* tarry, but let *he* and *she* go. He supposed it to be *she* or *thou*, but I believe

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ARTICLES.

believe it to be neither *she* nor *thou*, but *he*.
Should *him* know that it was *me*? Can *them*
believe that it is *her*?

QUEST. 4. What rules are necessary to be observed in using the article?

ANSW. The three following are

RULES FOR THE ARTICLE.

RULE 1. The article *a* must be changed into *an* before words which begin with silent *b*, or with *a*, *e*, *i*, *o*, or *u*; before other words it must not be changed, in the familiar style.

See etymology, § 4, question 3, and note 3.

RULE 2. The article *an* must never be used before a plural substantive; nor the article *a*, except when a collective term comes between that and the substantive. [3]

See etymology, § 4, question 6.

RULE 3. By placing the article *the* before a present participle, and the preposition *of* after it, the participle is changed into a substantive; but neither *the* nor *of* must be omitted.

NOTE, *This rule has no reference to sentences wherein a participle is changed into an adjective, as described in syntax, § 3, question 1.*

K 2:

Examples

[3] The collective terms, which connect the singular article with plural substantives, are *few*, *great many*, *dozen*, *score*, *hundred*, *thousand*, *million*.

ADJECTIVES.

Examples of Errours in the use of the Article.

The words in italick are to be corrected by the rules.

BY RULE 1. *An* high station produces *a* anxious mind. *A* union of sentiments makes *an* happy connexion. *An* house of contention is like *a* ocean in tumult. *A* honest man makes *an* hearty friend. *A* undutiful child is *an* horrid character.

BY RULE 2. As much as *an* hundred pounds. As many as *an* hundred men. The book has *an* hundred pages. *A* means of doing good. *A* means of his recovery.

BY RULE 3. Youth is the season for *the* gaining knowledge. Keeping *of* bad company has undone thousands. *The* enjoying life depends on contracting *of* good habits.

QUEST. 5. What rules are necessary to be observed in using the adjective?

ANSW. The six following are

RULES FOR THE ADJECTIVE.

RULE 1. The comparifon of adjectives must not be doubled.

See etymology, § 5, quest. 4, 5, 6, 7, 8, and etymology, § 7, note 24.

RULE 2. Some adjectives do not admit of increase or diminution, as, *perfect*, *right*, *universal*, *round*, *square*, and many others; such adjectives should never be compared.

RULE 3.

ADJECTIVES.

RULE 3. Adjectives which may be compared in more ways than one, should be compared in that way which custom has authorized as most elegant. (*See etymology, § 5, question 7.*)

RULE 4. An adjective of number must agree in number with its substantive.

See etymology, § 5, questions 9, 10, 11.

RULE 5. The pronoun *them* should never be used with a substantive, for either of the adjectives *these* or *those*.

See etymology, § 5, question 9, and note 5.

RULE 6. An adjective should not be used where a pronoun, an article, or another adjective is necessary or more elegant.

See etymology, § 4, note 4.

Examples of Errours in the use of the Adjective.

The words in italicick are to be corrected by the rules.

BY RULE 1. To prevent transgression is often *more* easier, and always *more* better than to punish. The *most* ablest instructor cannot teach a pupil who is *more* happier in mischief than in study, who is *more* better pleased with ignorance than knowledge, and who is an enemy to the *leastest* command.

BY RULE 2. The *most perfect* man does not always act right, although he may generally act *righter* than others. The French language is more *universally* spoken than the English.

The

VERBS.

The moon is not *rounder* at one time than another, yet it appears *roundest* at the full.

By RULE 3. The *ignorantest* persons are generally the *positivest*. The *agreeablest* pleasures have often the *painfulest* consequences, as the *most* sweet dainties are commonly *hurtfullest* to the constitution.

By RULE 4. *This* scissors cut *that* clothes. *That* tongs and *this* shears were found in *that* ashes. *These* criterion will distinguish *those* kind of words. *These* kind of people mean well. By *this* means he was restored.

By RULE 5. *Them* goods are sold. *Them* men are gone. I cannot find *them* books. Take *them* pens. Bring *them* flates. *Them* words are not right.

By RULE 6. That is the man *that* we saw yesterday. There is the gentleman *that* you named. That *that* you told me is true. He has bought *one* house. He went in *one* vessel.

VERBS.

Before giving the rules for the verb, some remarks are necessary respecting the uses of helping verbs, and principal verbs, in connexion with nominatives active and passive. Those remarks are contained in the answers to the following questions, from 6, to 18; they are not considered as necessary to be committed

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ted to memory ; but as the rules for the verb are partly founded upon them, they should be attentively read by the pupil ; and it is presumed their usefulness will be sensibly felt, especially by foreigners.

QUEST. 6. How are the present time, the present participle, the past time, and the past participle of principal verbs used after helping verbs ?

ANSW. 1. *Am, be*, and their variations, admit only the present or past participle after them, as, *am choosing, am chosen ; be choosing, be chosen.*

2. *Done* admits only the present participle after it, as, *done choosing.*

3. *Have*, and its variations, admit only the past participle after them, as, *have chosen.*

4. Other helping verbs, and their variations, admit only the present time after them, as, *do choose, may choose, can choose, shall choose, will choose, must choose.*

QUEST. 7. What remarks are necessary respecting the verbs *am, let, and ought* ?

ANSW. 1. *Am*, or its variations, must never come before any helping verb. [4]

2. *Let,*

[4] *Am* is sometimes placed before the participles of *do* or *have*, as, *I am doing right* ; but the participle then becomes a principal verb.

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2. *Let* always requires an objective word after it, as *let me choose*.

3. *Ought* always requires the preposition *to* after it, as, *ought to choose*.

QUEST. 8. How are two helping verbs used together in a sentence?

ANSW. *Can, may, shall, will, let, ought, must*, and their variations, are used before *be*, with either participle, or before *have*, with the past participle, as, *can be choosing, can be chosen; may be choosing, may be chosen; can have chosen, may have chosen, &c.* *Do* is also used before *be*, with either participle, in the imperative mode, as, *do be choosing, do be chosen*.

QUEST. 9. How are three helping verbs used together in a sentence?

ANSW. *Can, may, shall, will*, and their variations, also *let, ought, oughtest, and must*, are used before *have been*, with either participle, or before *have done* with a present participle; as, *may have been choosing, may have been chosen; may have done choosing*.

QUEST. 10. How is the present time formed with a nominative active?

ANSW. With a nominative active, the present time is formed in one of the three following ways, viz.

1. With the present time of the principal verb, as *I choose*. 2. With

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2. With the present time of the helping verb *do*, and the present time of the principal verb, as *I do choose*.

3. With the present time of the helping verb *am* or *be*, and the present participle of the principal verb, as, *I am choosing*.

QUEST. 11. How is the past time formed with a nominative active ?

See etymology, § 6, note 31.

ANSW. With a nominative active, the past time is formed in one of the five following ways, viz.

1. With the past time of the principal verb, as, *I chose*.

2. With the past time of the helping verb *do*, and the present time of the principal verb, as, *I did choose*.

3. With the past time of the helping verb *am*, and the present participle of the principal verb, as, *I was choosing*.

4. With the helping verb *have*, or its variations, and the past participle of the principal verb, as, *I have chosen, I had chosen*.

5. With the helping verb *have*, or its variations, before *been*, or *done*, and the present participle of the principal verb, as, *I have been choosing ; I had been choosing ; I have done choosing ; I had done choosing*.

QUEST.

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QUEST. 12. How is the future time formed with a nominative active ?

ANSW. With a nominative active, the future time is formed in one of the four following ways, viz.

1. With any of the helping verbs *can*, *may*, *shall*, *will*, *ought*, *must*, or their variations, and the present time of the principal verb, as, *can choose*, *may choose*, &c.

2. With any of the above helping verbs, or their variations, before *be*, and the present participle of the principal verb, as, *can be choosing*, *may be choosing*, &c.

3. With the helping verbs *shall*, *will*, or their variations, before *have*, and the past participle of the principal verb, as, *shall have chosen*, *will have chosen*.

4. With the helping verbs *shall*, *will*, or their variations, before *have been*, or *have done*, and the present participle of the principal verb, as, *shall have been choosing*, *will have been choosing*; *shall have done choosing*, *will have done choosing*.

QUEST. 13. How is the present time formed with a nominative passive ?

ANSW. With a nominative passive the present time is formed thus, *the house is building*, *the book is printing*. (See etymology, § 6, note 33.)

QUEST.

VERBS.

QUEST. 14. How is the past time formed with a nominative passive?

ANSW. With a nominative passive the past time is formed in one of the three following ways, viz.

1. With the past participle of the principal verb, after *am*, or its variations, as, *I am chosen*, *he was chosen*.

2. With the past participle of the principal verb after *have*, or its variations, followed by *been*, as, *I have been chosen*, *he has been chosen*.

3. With the present participle of the principal verb after *have*, or its variations, followed by *been*, as, *the house has been building*, *the book has been printing*.

QUEST. 15. How is the future time formed with a nominative passive?

ANSW. With a nominative passive the future time is formed in one of the three following ways, viz.

1. With the past participle of the principal verb, after *can*, *may*, *shall*, *will*, *ought*, *must*, or their variations, followed by *be*, as, *can be chosen*, *may be chosen*, &c.

2. With the past participle of the principal verb after *shall* or *will*, followed by *have been*, as, *shall have been chosen*, *will have been chosen*.

3. With the present participle of the principal verb after *shall* or *will*, followed by *have*
L been,

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been, as, the house shall have been building, the book will have been printing.

QUEST. 16. Has the infinitive mode different forms for the active or passive signification of a foregoing nominative word?

ANSW. Yes: Although the infinitive mode has no nominative, yet a nominative and its verb may be placed before the infinitive mode; as, *the officers are to choose the time; the officers are to be chosen.*

QUEST. 17. What form has the infinitive mode after a nominative active?

ANSW. The infinitive mode after a nominative active, may be formed with the present time, or either participle of the principal verb, thus, *to choose; to be choosing; to have chosen; having chosen.*

QUEST. 18. What form has the infinitive mode after a nominative passive?

ANSW. The infinitive mode after a nominative passive can be formed only with the past participle of the principal verb, after *be, have*, or their variations, as, *to be chosen; to have been chosen; being chosen; having been chosen.*

By the foregoing remarks it may be observed, that the past participle of the principal verb is chiefly used when the nominative is passive.

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QUEST. 19. What rules are necessary to be observed in using the verb ?

ANSW. The twelve following are

RULES FOR THE VERB.

RULE 1. A verb must agree with its nominative word, in number and person.

See etymology, § 6, question 14, and note 35 ; and syntax, § 1, question 7.

RULE 2. Verbs of the solemn style, must be used in agreement with pronouns of the second person singular.

See etymology, § 6, question 15, and note 30.

RULE 3. Two or more singular nominative words, connected by a copulative conjunction, require a verb plural to agree with them. (*See etymology, § 9, question 4.*)

RULE 4. Two or more singular nominative words, connected by a disjunctive conjunction, require a verb singular to agree with them.

See etymology, § 9, question 5.

RULE 5. The helping verb *let*, requires an objective word after it.

See etymology, § 6, note 2 ; and syntax, § 4, rule 5 for the pronoun.

RULE 6. The past time and participles of irregular verbs, must be formed according to the list of irregular verbs.

See the list, etymology, § 6, question 10, and notes.

RULE 7.

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RULE 7. The past time of a verb must never be used immediately after a helping verb.

See etymology, § 6, note 35.

RULE 8. Nominatives active should be accompanied by verbs suitable for nominatives active.

See etymology, § 6, note 29 ; and syntax, § 4, quest. 10, 11, 12, and 17.

RULE 9. Nominatives passive should be accompanied by verbs suitable for nominatives passive. (*See syntax, § 4, quest. 13, 14, 15, and 18.*)

RULE 10. A verb neuter should not be used where a verb active is necessary.

See etymology, § 6, question 4.

RULE 11. A verb active should not be used where a verb neuter is necessary.

See etymology, § 6, note 12.

RULE 12. Verbs active, and their participles, govern the objective case of a substantive or pronoun. (*See syntax, § 2, question 2.*) [5]

Examples

[5] Verbs are generally placed after nominative words, and before objective words ; but in some instances, verbs in their natural order are placed at some distance before nominative words, especially verbs neuter, when an adverb begins the sentence, as in the beginning of the example of parsing, syntax, § 5, where the verb *are* is at a considerable distance before the substantive *persons*, which is understood after the adjective *few*. In other instances, verbs are placed at some distance after objective words, especially the objective pronoun *whom*, as in this line, " And those whom stormy waves surround : " Here the pronoun *whom* is governed by the verb active *surround*.

VERBS.

Examples of Errours in the use of the Verb.

The words in italick are to be corrected by the rules.

BY RULE 1. They *writes* well, but he *write* better than they *does*. I *loves* to study, but you *does* not. We *has* a more difficult lesson than he *have*. He who *take* pains to obtain knowledge, will be wise; while they who *takes* none, will be ignorant. I *were* there. *Was* you there? He *say* you *was*.

BY RULE 2. *Have* thou a friend? Put it not in his power to be much thine enemy, if thou *can* avoid the necessity thereof; for thou *know* not how slight an occasion may turn his heart against thee. *Has* thou tried his sincerity? *Have* thou experienced the veracity of his promises? *Has* he served thee when thou stood in need of his assistance? Yet for all this, beware how far thou *confide* in him.

BY RULE 3. John and George *is* come. Your father and mother *is* well; both of them *is* coming tomorrow. Mary and Anna *improves* in their learning, but William and Richard *knows* nothing, because both *cares* only for play.

BY RULE 4. Gold or silver *were* to be paid, but neither gold nor silver *are* here. *Have* your brother or sister been there? *Have* your sloop or schooner arrived? *Are* either of your houses sold? No, neither of them *are* sold.

BY RULE 5. For errours, see those to be corrected by rule 5 for the pronoun.

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BY RULE 6. I *seed* a man who *tell'd* me he had *ben* to the West-Indies, and that some of the ports were *shot* ; that lumber had *fell*, and produce had *riz*, so much, that he must have *g'in* away his cargo ; but he *done* the best he could, and *set* sail for Virginia, where he *know'd* there was a better market, as he had *bearn* the prices ; but as he was *gwyne* there, he was *blow'd* off the coast ten days ; during which time the sun never *shun* ; one topmast was *carr'd* away ; the sails were *tor'd* to pieces ; one man was *drowneded* ; another was *slunded* ; the masts and yards were *galded* ; the rigging was *broke* ; and the people must have suffered, if they had not *cotch* some fish.

BY RULE 7. Your brother has *wrote* two letters to you, and has *took* one out of the post-office, which I have *gave* to the person who has *undertook* to carry this. My letter has not *ran* to a great length, but I shall here close it, with a hope that you have *began* your studies with applause, and have *rose* in your class.

BY RULE 8. *Are* you done ? I *am* done. You *are* mistaken. He *is* mistaken. I'm been there. He *is* lost the vessel. *Are* the men begun the work ? Yes : they *are* almost finished, and I *am* quite finished.

BY RULE 9. The house is *to let*. The goods are *to sell*. The clothes are *to make*. The books

ADVERBS.

books are *to bind*. This is *to take* down. That is *to put* up. I have left my watch *to repair*.

BY RULE 10. When did you *rise* the price? Where did you *lie* the book? Try to *agree* the parties. I must *flee* this climate, if I cannot *flee* all its evils.

BY RULE 11. How does the ship *lay*? She *lays* very well. You must not *lay* so late in the morning. He is gone to *lay* down. He has *laid* down. Where shall you *lay* to night? At the time his salary was *risen*, he *rose* my wages.

QUEST. 20. What rules are necessary to be observed in using the adverb?

ANSW. The four following are

RULES FOR THE ADVERB.

RULE 1. Two negatives must not be used together. (*See etymology, § 7, note 19.*)

RULE 2. An adjective must not be used, where an adverb is required.

See etymology, § 7, questions 5 and 6.

RULE 3. The adverbs *hence*, *thence*, and *whence*, should not be accompanied with either of the prepositions *of* or *from*.

See the words HENCE, and WHENCE, in Johnson's dictionary.

RULE 4.

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RULE 4. The adverb *how* should not be used for the conjunction *that*.

See etymology, § 7, note 9.

Examples of Errours in the use of the Adverb.

The words in italic are to be corrected by the rules.

BY RULE 1. No period in life but youth is *not* fit for laying the foundation of knowledge; therefore no young person should *never* spend one hour in idleness. We did not raise *no* wheat, and we cannot buy *none*. I cannot do *no* work. Nobody is *not* there. I never did *nothing* to him, nor have not said *nothing*.

BY RULE 2. She was dressed very *elegant*. Her taste is *extreme* good. This is *indifferent* well done. The vote passed *unanimous*. It is *remarkable* strange. He acts very *indiscreet*.

BY RULE 3. Idleness introduces vice, *from* whence we may conclude, that youth should be taught the habits of industry. *Of* whence comes this? *From* whence came you? We failed *from* hence to England, *from* thence to Spain, and *from* thence home.

BY RULE 4. My master said *how* I must learn this lesson, and he told us *how* all the scholars must learn it, and said *how* it is very difficult to leave off a bad habit contracted in youth.

QUEST.

PREPOSITIONS AND CONJUNCTIONS.

QUEST. 21. What rules are necessary to be observed in using the preposition?

ANSW. The two following are

RULES FOR THE PREPOSITION.

RULE 1. Prepositions govern the objective case of a substantive or pronoun, but they are often placed before present participles, without having government. (*See syn. § 2, quest. 1, 2, 3.*)

RULE 2. A preposition should not close a sentence which admits of any other arrangement. (*See the direction at the close of etymol. § 8.*)

Examples of Errours in the use of the Preposition.

The words in italicick are to be corrected by the rules.

BY RULE 2. This rule I am not much pleased *with*; for prepositions are very convenient to close sentences *with*. It is a rule which but few persons will care *for*, attend *to*, confide *in*, or lay any stress *on*.

QUEST. 22. What rules are necessary to be observed in using the conjunction?

ANSW. The two following are

RULES FOR THE CONJUNCTION.

RULE 1. The conjunction AND should be pronounced as it is written. [6]

See etymology, § 9, note 8.

RULE

[6] Errours in pronouncing the conjunction AND are so common, that its pronounciation is considered as alone sufficient for a rule, although it cannot justly be denominated a rule of syntax.

RULE 2. Conjunctions after adjectives must be thus used, viz.

As, with the positive degree.

Than, with the comparative degree.

That, with the superlative degree.

See etymology, § 9. note 9.

Examples of Errours in the use of the Conjunction.

The words in italick are to be corrected by the rules.

BY RULE 2. This is the most elegant building *than* there is in town: It is much more elegant *as* that we saw yesterday: But that is as pleasantly situated *than* this. This is the largest apple *as* I ever saw. This is larger *as* that. This is not so large *than* either of them.

Section 5. Parsing.

QUEST. 1. What is parsing?

ANSW. Parsing is the exercise of resolving a sentence into the parts of speech, and accounting for the construction.

See the word PARSING, in Ash's dictionary.

QUEST. 2. How is parsing performed?

ANSW. It is performed according to the following

DIRECTIONS

DIRECTIONS FOR PARSING.

1. Name the word which is to be parsed, and if it be begun with a capital letter, name the rule by which it is so begun.

See the rules for capital letters, first note in the grammar. [1]

2. Name the part of speech in which the word is classed, and describe it as variable or invariable.

3. If the word be variable, name its proper rank in each variation, which its connection with other words may require to be named. *This is called declining a part of speech.*

4. Describe the connexion which the word has with other words in the sentence, by agreement, government, or otherwise, according to the descriptions of agreement and government, in syntax, § 1, 2, &c.

5. Apply such rule or rules of syntax for that part of speech, as are applicable, and observe if the word be conformable to rule ; if not, it is faulty, and must be corrected.

QUEST. 3. How are the passages to be parsed, which are given in syntax, section 3, question 3 ?

ANSW. They are to be parsed as in the following

EXAMPLE

[1] A knowledge of the uses of capital letters, is certainly a necessary part of grammar ; for which reason the rules for capitals are here introduced in parsing, although this method has not yet received the sanction of custom.

EXAMPLE OF PARSING.

<i>There</i>	Begun with a capital by rule 1, adverb, invariable.
<i>are</i>	Verb neuter, present time, plural number, third person, indicative mode, agreeing with <i>persons</i> understood. Rule 1.
	See syntax, § 4, note 5.
	NOTE, Words which are suppressed by ellipsis, are said to be understood, when introduced in parsing.
<i>indeed</i>	Adverb, invariable.
<i>but</i>	Disjunctive conjunction, invariable.
<i>very</i>	Adverb, invariable.
<i>few</i>	Adjective plural, regular, positive degree, agreeing with <i>persons</i> understood. Rule 4.
<i>to</i>	Preposition, invariable ; governing <i>whom</i> . Rule 1.
<i>whom</i>	Pronoun, third person, singular and plural numbers, masculine and feminine genders, objective case, governed by <i>to</i> . Rule 4.
<i>nature</i>	Substantive, common name, singular number, neuter gender, nominative active before <i>has</i> . Rule 5.
<i>has</i>	Verb neuter, present time, singular number, third person, indicative mode ; agreeing with <i>nature</i> . Rule 1.
<i>been</i>	Past participle of the verb neuter <i>be</i> , conjugated thus, <i>be, was, been</i> . Rule 8.
<i>so</i>	Adverb, invariable. <i>unkind</i>

unkind	Adjective, regular, positive degree.
that	Conjunction, invariable.
they	Pronoun, third person, plural number, all genders, agreeing with its substantive <i>persons</i> understood, Rule 1; nominative case passive before <i>are</i> . Rule 4.
are	Verb neuter, present time, plural number, third person, indicative mode; agreeing with <i>they</i> . Rule 1.
not	Adverb, invariable.
capable	Adjective, regular, positive degree.
of	Preposition, invariable. Rule 1.
shining	Present participle of the verb neuter <i>shine</i> .
in	Preposition, invariable; governing <i>science</i> . Rule 1.
some	Adjective, invariable.
science	Substantive, common name, singular number, neuter gender, objective case; governed by <i>in</i> . Rule 5.
or	Disjunctive conjunction, invariable.
other.	Adjective, variable for case only.
There	Begun with a capital by rule 2, adverb invariable.
is	Verb neuter, present time, singular number, third person, indicative mode; agreeing with <i>bias</i> . Rule 1.
a	Indefinite article, singular number before <i>bias</i> . Rules 1 and 2.
certain	Adjective regular, positive degree.

- bias* Substantive, common name, singular number, neuter gender; nominative case after *is*.
See etymology, § 11, note 6, lines 10 to 14.
- towards* Preposition, invariable; governing knowledge. Rule 1.
- knowledge* Substantive, common name, singular number, neuter gender, objective case; governed by *towards*. Rule 5.
- in* Preposition, invariable; governing *mind*. Rule 1.
- every* Adjective singular, invariable, agreeing with *mind*. Rule 4.
- mind* Substantive, common name, singular number, neuter gender, objective case; governed by *in*. Rule 5.
- which* Adjective, invariable.
- may* Verb neuter, future time, singular number, third person, indicative mode; agreeing with *bias* understood. Rule 1.
- be* Helping verb; coupled with *may*.
- strengthened* Past participle of the verb active *strengthen*; conjugated regularly; making, with the helping verbs *may be*, the future time, with a nominative passive. Rule 9.
- and* Copulative conjunction; invariable.
- improved* Past participle of the verb active *improve*; conjugated regularly; making

making with the helping verbs *may be*, (understood) the future time, with a nominative passive.

Rule 9.

by Preposition, invariable ; governing *application*. Rule 1.

a Indefinite article, singular number, before *application*. Rules 1 and 2.

proper application Adjective, regular, positive degree. Substantive, common name, singular number, neuter gender, objective case ; governed by *by*.

Rule 5.

The Begun with a capital by rule 2 ; definite article, invariable.

story Substantive, common name, singular number, neuter gender, nominative passive before *is*. Rule 5.

of Preposition, invariable ; governing *Clavius*. Rule 1.

Clavius Begun with a capital by rule 4 ; substantive, proper name, singular number, masculine gender, objective case ; governed by *of*. Rule 5.

is Verb neuter, present time, singular number, third person, indicative mode ; agreeing with *story*. Rule 1.

very Adverb invariable.

well Adverb, positive degree, compared thus, *well, better, best*.

known :

known : Past participle of the verb active *know* ; conjugated thus, *know*, *knew*, *known* ; making with the helping verb *is*, the past time with a nominative passive. Rule 9.

He Begun with a capital by rule 2 ; pronoun, third person, singular number, masculine gender, agreeing with *Clavius* ; Rule 1 ; nominative passive before *was*. Rule 4.

was Verb neuter, past time, singular number, third person, indicative mode ; agreeing with *be*. Rule 1.

entered Past participle of the verb active *enter* ; conjugated regularly ; making with the helping verb *was*, the past time after a nominative passive. Rule 9.

into Preposition, invariable ; governing *college*. Rule 1.

a Indefinite article, singular number, before *college*. Rules 1 and 2.

college Substantive, common name, singular number, neuter gender, objective case ; governed by *into*. Rule 5.

of Preposition, invariable ; governing *Jesuits*. Rule 1.

Jesuits Begun with a capital by rule 4 ; substantive, proper name, plural number, neuter gender, objective case ; governed by *of*. Rule 5.

and

<i>and</i>	Copulative conjunction, invariable.
<i>after</i>	Adverb, invariable
<i>having</i>	Present participle of the verb neuter <i>have</i> .
<i>been</i>	Past participle of the verb neuter <i>be</i> ; conjugated thus, <i>be</i> , <i>was</i> , <i>been</i> . Rule 9.
<i>tried</i>	Past participle of the verb active <i>try</i> ; conjugated regularly ; mak- ing with the helping verbs <i>hav-</i> <i>ing been</i> , the past time, with a nominative passive. Rule 9.
<i>at</i>	Preposition, invariable ; governing <i>parts</i> . Rule 1.
<i>several</i>	Adjective, plural, invariable ; agree- ing with <i>parts</i> . Rule 4.
<i>parts</i>	Substantive, common name, plural number, neuter gender, objective case ; governed by <i>at</i> . Rule 5.
<i>of</i>	Preposition, invariable ; governing <i>learning</i> . Rule 1.
<i>learning</i>	Substantive, common name, singular number, neuter gender, objective case ; governed by <i>of</i> . Rule 5.
<i>was</i>	Verb neuter, past time, singular number, third person, indic- ative mode ; agreeing with <i>be</i> understood. Rule 1.
<i>upon</i>	Preposition, invariable ; governing <i>point</i> . Rule 1.
<i>the</i>	Definite article, invariable.

- point* Substantive, common name, singular number, neuter gender, objective case ; governed by *upon*. Rule 5.
- of* Preposition, invariable. Rule 1.
- being* Present participle of the verb neuter *be* ; infinitive mode, with a nominative passive.
- dismissed* Past participle of the verb active *dismiss* ; conjugated regularly. Rule 9.
- as* Disjunctive conjunction, invariable.
- a* Indefinite article, singular number before *blockhead*. Rule 2.
- hopeless* Adjective, regular, positive degree.
- blockhead* Substantive, common name, singular number, neuter gender ; agreeing in case with *be*. Rule 6.
- till* Conjunction, invariable.
- one* Adjective singular ; agreeing with *father*, understood. Rule 4.
- of* Preposition, invariable : governing *fathers*. Rule 1.
- the* Definite article, invariable.
- fathers* Substantive, common name, plural number, masculine gender, objective case ; governed by *of*. Rule 5.
- took* Verb active, past time, singular number, third person, indicative mode, agreeing with *father*, understood.

- it* Pronoun, third person, singular number, neuter gender, objective case ; governed by *took*. Rule 4.
See etymology, § 3, note 7.
- into* Preposition, invariable ; governing *head*. Rule 1.
- his* Pronoun, third person, singular number, masculine gender, possessive case ; agreeing with *father* understood. Rule 1.
- head* Substantive, common name, singular number, neuter gender, objective case ; governed by *into*. Rule 5.
- to* Preposition, invariable ; coupled with *make* in the infinitive mode.
- make* Verb active, in the infinitive mode ; coupled with *to*.
- an* Definite article, singular number, before *essay*. Rules 1 and 2.
- essay* Substantive, common name, singular number, neuter gender, objective case ; governed by *make*. Rule 5.
- of* Preposition, invariable ; governing *parts*. Rule 1.
- his* Pronoun, third person, singular number, masculine gender, possessive case ; agreeing with *Clavius*. Rule 1.
- parts* Substantive, common name, plural number, neuter gender, objective case ; governed by *of*. Rule 5.
- in*

- in* Preposition, invariable; governing *geometry*. Rule 1.
- geometry* Substantive, common name, singular number, neuter gender, objective case; governed by *in*. Rule 5.
- which* Adjective, invariable.
- it* Pronoun, third person, singular number, neuter gender, nominative to *seems*. Rule 4.
- seems* Verb neuter, present time, singular number, third person, indicative mode; agreeing with *it*. Rule 1.
- bit* Verb active, past time, singular number, third person, indicative mode; agreeing with *geometry*. Rule 1.
- his* Pronoun, third person, singular number, masculine gender, possessive case; agreeing with *Clavius*. Rule 1.
- genius* Substantive, common name, singular number, neuter gender, objective case; governed by *bit*. Rule 5.
- so* Adverb, invariable.
- luckily* Adverb, compared by *more* and *most*.
- that* Conjunction, invariable.
- he* Pronoun, third person, singular number, masculine gender; nominative active before *became*. Rule 4.
- afterward* Adverb, invariable.

became

<i>became</i>	Verb neuter, past time, singular number, third person, indicative mode ; agreeing with <i>be</i> . Rule 1.
<i>one</i>	Adjective, singular ; agreeing with <i>mathematician</i> understood. Rule 4.
<i>of</i>	Preposition, invariable ; governing <i>mathematicians</i> . Rule 1.
<i>the</i>	Definite article, invariable.
<i>greatest</i>	Adjective, superlative degree, compared regularly.
<i>mathematicians</i>	Substantive, common name, plural number, neuter gender, objective case ; governed by <i>of</i> . Rule 5.
<i>of</i>	Preposition, invariable ; governing <i>age</i> . Rule 1.
<i>the</i>	Definite article, invariable.
<i>age</i>	Substantive, common name, singular number, neuter gender, objective case ; governed by <i>of</i> . Rule 5.

By the foregoing specimen, the pupil may parse the remainder of the passages in page 95, or any other subject.

The following extracts are taken from Lord Kaime's "Hints on Education." They are here rendered incorrect, as an exercise for a general application of the rules of syntax. Every faulty word is printed in italick, accompanied by a figure, which directs to the particular rule for correcting the word before it,

PROMISCUOUS ERROURS.

it, thus ; a substantive accompanied by figure 5, directs to rule 5 for the substantive ; a verb accompanied by figure 5, directs to rule 5 for the verb ; &c. ; unless a wrong part of speech be inserted, and the rule for correcting it belongs to another part of speech.

Examples of Promiscuous Errours.

The words in italicick are to be corrected by the rules.

The mind of man *are* 1 a rich-soil, productive *equal* 2 of lovely flowers and noisome weeds. Good passions and impressions *is* 1 flowers which ought *careful* 2 to be cultivated : Bad passions and impressions are *weed's* 6 *who* 1 ought to be discouraged at least, if *it* 1 cannot be rooted out. Such moral culture *are* 1 *not* 1 no slight art : It *require* 1 a complete knowledge of the human heart, of all *his* 1 mazes, and of all its *biase's*. 5

As impressions made in childhood are the *most* 1 deepest and the *permanente'st*, 3 the plan of our Creator for giving access to the heart, even in *those* 4 early period, cannot be too much admired. The first thing observable is, *a* 1 innate sense, *who* 1 *enable* 1 us to discover internal passions from *its* 1 external *sign's*. 5 As that sense is of prime use in every period of life, *be* 1 is early displayed ; indeed as early *than* 2 the senses of seeing and hearing. *A* 1 infant on the breast *discern* 1 good or bad humour in *their*

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their 1 nurse, from their external signs on *his* 1 countenance, and from the different tones of *their* 1 voice. Next, *this* 4 signs and tones affects 1 the infant different : 2 A song or smile cheer 4 it : A harsh look or tone make 4 it afraid, or keep 4 it in awe.

By *this* 4 means, the human heart lays 11 open to early instruction ; and are 1 susceptible of having proper notions stamped on *him*, 1 such as *that* 4 of right and wrong, of praise and blame's, 6 of benevolence and selfishness, of yours and mine. The great utility of such notions, will appear from opposing *it* 1 to various absurd notions, and opinions, *who* 1 never could have prevailed in the world, had *them* 4 not been inculcated during infancy. Take the following instances. Stories of *ghost's* 5 and hobgoblins *hearn* 6 for the first time by one grown up, makes 1 no impression unless *he* 1 be of laughter ; but stamped on the mind of a child, *it* 1 harasses it incessantly, and *is* 1 never wholly obliterated. When notions *who* 1 has 1 no foundation in nature takes 1 such hold of the mind, it cannot be doubted but that notions grafted on some natural principle or affection will be equal 2 permanent. Therefore, let it be the first care of *parents'*, 5 to instil into *his* 1 children right notions, which can be done by looks and gestures, even before a child are 1 capable of understanding what is laid

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said to *them* 1. With regard to *familys* 1 of distinction in particular, *these* 4 branch of education is of the *most* 1 highest importance. Even before the age of seven, notions of rank, of opulence, of superiority in the children of such families *begins* 1 to break out, and to render them less obsequious to discipline *as* 2 in *his* 1 more tender years : If admitted to take peaceable possession, adieu to education of any sort.

Infancy *are* 1 *an* 1 busy scene, and yet little attended to, except for the sake of health. As *these* 4 period is short, every opportunity ought to be *took*, 7 for instilling right notions and making proper impressions.

The education of girls *are* 1 by nature entrusted to the mother ; and of *boy's* 5 till *he* 1 *is* 1 fit for regular discipline at school. The *father's* 5 occasionally may give *an* 1 helping hand, but it can only be occasionally.

Thus the culture of the heart during childhood, the most *precious*est 1 time for such culture, is *an* 1 task with *whom* 1 females only *is* 1 charged by Providence ; a vocation that ought to employ *his* 1 utmost sagacity, and perseverance ; *an* 1 vocation not inferior in dignity, to any that belongs to the other sex.

Were it *general* 2 understood, that the education of children *are* 1 the *mothers* 4 peculiar province, *a* 1 important trust committed to
them

PROMISCUOUS ERROURS.

them 1 by *their* 1 Maker, education during *these* 4 early period, would, *I are* 1 persuaded, be carried on more *careful* 2 than it is at present.

Section 6. *Improprieties.*

QUEST. 1. How may the most common errors in language be known?

ANSW. By attending to the principles of grammar, and by observing, and collecting into a list, such expressions as are not conformable to rule, the most common errors in any place may be known, and corrected; for which purpose the pupil is invited to attend particularly to the following

List of *Improprieties,*

commonly called *VULGARISMS*, which should never be used in *Speaking, Reading, or Writing.*

- 1 A cold for Cold.
- 2 Acrost for Across.
- 3 Aint for Are not.
- 4 A little ways for A little way.
- 5 Alongwith for With.
- 6 Am for Have.
- 7 Artur for After.
- 8 As ever for Soon as ever.
- 9 At least for At most.
- 10 Ax for Ask.

N

11 Bacon

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- 11 Bacon for Beacon (*a signal*).
- 12 Bahold for Behold.
- 13 Bamby for By and by.
- 14 Batchelder for Batchelor.
- 15 Bates for Beets.
- 16 Begrutch for Grudge.
- 17 Bekays for Because.
- 18 Bellowfes for Bellows.
- 19 Ben for Been.
- 20 Bile for Boil.
- 21 Blow'd for Blew.
- 22 Bran new for New.
- 23 Brethering for Brethren.
- 24 Bridesgroom for Bridegroom.
- 25 Brile for Broil.
- 26 By his tell for By his tale.
- 27 By then he goes for By the time he goes.
- 28 Callemink for Calamanco.
- 29 Car for Carry.
- 30 Cheer for Chair.
- 31 Chimbley for Chimney.
- 32 Chow for Chew.
- 33 Clargy for Clergy.
- 34 Clean for Quite.
- 35 Clever for Worthy.
- 36 Clostest for Close.
- 37 Coard for Cord.
- 38 Come past for Came by.
- 39 Commandament for Commandment.
- 40 Confistigated for Confiscated.
- 41 Conquest for Concourse.
- 42 Confort for Concert.

- 43 Continenshal for Continental.
- 44 Cornder for Corner.
- 45 Cotch for Catch'd or caught.
- 46 Cotton wool for Cotton.
- 47 Crap for Crop.
- 48 Curb for Curve (*of a well*).
- 49 Dazzent for Dare not.
- 50 Diejest for Digest.
- 51 Disviggered for Disfigured.
- 52 Disvorced for Divorced.
- 53 Done for Did.
- 54 Drap for Drop.
- 55 Drawing room for Withdrawing room.
- 56 Dreen for Drain.
- 57 Drownded for Drowned.
- 58 Emminent for Imminent.
- 59 Farding for Farthing.
- 60 Feller for Fellow.
- 61 Flustrate for Frustrate.
- 62 For to for To
- 63 Forard for Forward.
- 64 Fore for Before.
- 65 Frind for Friend.
- 66 Furder for Further.
- 67 Gal for Girl.
- 68 Galded for Gall'd.
- 69 Gashfully for Ghastly.
- 70 Gin for Given.
- 71 Ginnerally for Generally.
- 72 Good by for Good day or Good night.
- 73 Gwyne for Going.
- 74 Hapk.

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- 74 Hankicher for Handkerchief.
75 Hearn for Heard.
76 Hizzen for His.
77 Housen for Houses.
78 How for That
79 Howsomever for However.
80 Huff for Hoof.
81 Hum for Home.
82 If so be for If
83 I'll for Oil.
84 Illicked for Ill looking.
85 Improved for Occupied.
86 In for Ing at the end of words.
87 Ingyons for Onions.
88 Is for Are in adding or multiplying sums.
89 I took and did it for I did it.
90 Keer for Care.
91 Keerds for Cards.
92 Kivver for Cover.
93 Know'd for Knew.
94 Kose for Coarse.
95 Larnin for Learning.
96 Launch'd for Lanced (*laid open*).
97 Leastest for Least.
98 Lemme for Let me.
99 Lent for Loan.
100 Linguister for Linguist.
101 Lingumvite for Lignumvitæ.
102 Linning for Linen.
103 Loaden'd for Loaded.
104 Lor for Law. 105 Lov-

- 105 Lover for Lover.
- 106 Lowerer for Lower.
- 107 Madint for Mayn't.
- 108 Marracle for Miracle.
- 109 Marvels for Marbles.
- 110 Massatusits for Massachusetts.
- 111 Mild for Mile.
- 112 Musicianer for Musician.
- 113 Narra one for None.
- 114 Neest for Nest.
- 115 Nigger for Negro.
- 116 Nightst for Near.
- 117 No need go for Need not go.
- 118 Nunder for Under.
- 119 O for Of.
- 120 On for Of.
- 121 Ourn for Ours.
- 122 Outdacious for Audacious.
- 123 Palmeceti for Spermaceti.
- 124 Pardener for Partner.
- 125 Parson for Person.
- 126 Petition for Partition (*of a house*).
- 127 Pint for Point.
- 128 Poppet for Puppet.
- 129 Quoin'd for Coin'd.
- 130 Rack for Wreck.
- 131 Raley for Really.
- 132 Reasons for Raisins.
- 133 Retire for Retired.
- 134 Revolutions

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- 134 Revolutions for Evolutions.
- 135 Ribbit for Rivet.
- 136 Riz for Risen.
- 137 Rozom for Rofin or Refin.
- 138 Ruff for Roof.
- 139 Salary for Celery.
- 140 Saring for Certain.
- 141 Saternoon for This Afternoon.
- 142 Says I for Said I.
- 143 Saxon for Sexton.
- 144 Scalt for Scalded.
- 145 Scythe for Sigh.
- 146 Seck for Sex.
- 147 Seed for Saw.
- 148 Senfe for Since.
- 149 Set for Sit.
- 150 Sha for Chaife.
- 151 Shear for Share.
- 152 Shoar for Sure (*certain*).
- 153 Shoar for Sewer (*a drain*).
- 154 Shot or Shet for Shut.
- 155 Shun for Shone.
- 156 Sildom for Seldom.
- 157 Sitch for Such.
- 158 Skafe for Scarce.
- 159 Skeer'd for Scar'd.
- 160 Sor for Saw.
- 161 Sot for Sat or Set.
- 162 Sovering for Sovereign.
- 163 So for Sew.
- 164 Sparrowgrafs for Asparagus.

165 Spear

- 165 Spear for Sphere.
- 166 Speek for Spike (*a large nail*).
- 167 Sperrit for Spirit.
- 168 Spry for Nimble or Active.
- 169 Spunful for Spoonful.
- 170 Squinch for Quench.
- 171 Study for Steady.
- 172 Stunded for Stun'd.
- 173 Taint for It is not.
- 174 Taters for Potatoes.
- 175 Teach'd for Attach'd.
- 176 Tell'd for Told.
- 177 That there for That.
- 178 Theirn for Theirs.
- 179 The tother for The other.
- 180 This here for This.
- 181 To home for At home.
- 182 Tor'd for Torn.
- 183 Townd for Town.
- 184 T'writes for Immediately.
- 185 Un for And.
- 186 Unposibble for Impossible.
- 187 Unrip for Rip.
- 188 Upstroppelous for Obstreperous.
- 189 Valley for Value.
- 190 Want for Was not.
- 191 War for Were.
- 192 Watermilyun for Watermellon.
- 193 Wek for Wick (*of a candle*).
- 194 Where for Whether.
- 195 Widder

- 195 Widder for Widow.
196 Will or no for Will or not.
197 Winder for Window.
198 You are mistaken for You mistake.
199 You'd as goods for You may as well.
200 Yourn for Yours.
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The author began to make a collection of the foregoing improprieties about ten years ago; those which were then collected were soon after published; he has since considerably increased the list, and is happy to find that similar pains have been taken by others, greatly to the advantage of education. Should this method become general with instructors, all local improprieties might be collected, and in a great measure eradicated from the language. Assistance in completing the catalogue, or in supplying any other deficiencies in the grammar, will be thankfully received from the candid, and duly attended to, if it should merit future editions.

THE END.



